

Uncovering the Smoke Scene



**A Teaching Guide to
Accompany the Video**

B-FREE

From Tobacco®

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Introduction



1. About the Teaching Guide

This guide contains the information you need to make effective use of the video “Uncovering the Smoke Scene” as a whole or the individual segments you select to use. The guide includes background information in the Appendices, so you will actually have much more information than is covered in the video. This can help you explore issues introduced by the video, such as peer pressure and media tricks. You can also raise issues implied by the theme of freedom from tobacco, such as addiction.

The Appendices include fact sheets on:

- A. The health effects of using tobacco
- B. Wisconsin tobacco statistics
- C. Industry manipulation
- D. Addiction and tobacco
- E. Chemicals and tobacco
- F. Second hand smoke

The video should help you encourage students to modify and challenge their own views, as well as the views of others in the class and the video. It will be useful for you to review the segments and the issues connected to each. The segment descriptions in this guide should be helpful. Reviewing the segment first will help you determine which areas you would like to explore more fully in classroom discussions.

2. About the Video

The video provides an approach to tobacco control and to skill building. It takes a new route to convincing middle school students not to use tobacco. Anti-smoking campaigns emphasized the health effects, the smell, yellow teeth, early aging, real life stories of users, and the tobacco industry's tricks. Emphasizing manipulation by the tobacco industry is the focus of this video. Middle schools should prepare students to understand the effect of the tobacco industry's targeting of young people.

The video captures the students' attention by having real Wisconsin kids host the segments, talking with your students rather than adults talking down to them. This curriculum aims to provide students with the ability to analyze the media that surround them every day, so that the youth can become savvy consumers of media.

The video will assist you in developing students' critical thinking skills by raising questions such as "What is the producer's purpose?" "How are language, sound and images used to enhance the message?" "Who stands to profit financially or in other ways from the message?"

The structure of the video script was provided by a social marketing firm. Middle school kids from around Wisconsin then put the script into their own words and provided the text for several segments. It is entirely performed by them, so the video is a guided version of peer-to-peer education.

Peer-to-peer education is a way to get messages accepted by young people.

3. The Subject Matter

The structure of the video makes use of inoculation theory combined with media literacy and peer pressure resistance. Inoculation theory is based on the idea that a challenge or threat to young people's early and innocent beliefs can help build resistance when they face more demanding pressures (For more information on the inoculation theory, see: Fau, Michael et al. "Use of Inoculation to Promote Resistance to Smoking Initiation Among Adolescents." *Communication Monographs*, Volume 59, September 1992, and Fau, Michael, Van Bockern, Steve. "The Persistence of Inoculation in Conferring Resistance to Smoking Initiation Among Adolescents: The Second Year." *Human Communication Research* Vol. 20 No.3, March 1994, 413-430.)

Many middle school students have learned the dangers of smoking and largely reject tobacco. But a jump in the number of students who use tobacco occurs between middle school and high school (Wisconsin Youth Tobacco Survey, 2000). This curriculum aims at developing the skills young people need to resist tobacco industry pressures.

One of the central skills introduced to students by this curriculum is media literacy.

In the age of mass media, learning to "read" visual information has become as crucial as traditional literacy. Advertising, movies, and other visual media communicate in messages, no matter whether their aim is to sell, inform or entertain. Media literacy focuses on a number of analytical questions that assist viewers in understanding the non-obvious messages coiled into visual communications. The students will learn the visual counterpart of "reading between the lines."

To analyze messages, this video explores some key questions, such as:

- Who is sending the message and what is its purpose?
- Who is being targeted by the message?
- What desires does the message appeal to?
- What techniques are used to attract the viewer's attention?
- How do the graphics, lighting, composition, sound effects and other visual techniques contribute to the hidden power of the visual message?
- What is omitted from the presentation of the message?

4. The Connection Between Media Manipulation, Tobacco Industry Tricks, Peer Pressure and Addiction

The video shows your students how trying to be cool, peer pressure, media manipulation, and tobacco industry tactics can trick them into doing things they might not want to do. In discussion, ask them "How do they feel when they're pressured or tricked?" "How do they feel when they do something as unhealthy as smoking just to be cool?" We want them to be able to critically analyze the messages that youth are exposed to every day.

The appendices provide background information that could help you with these connections so that your students can critically analyze the messages that surround them every day. When they are able to analyze the messages in this way, they are able to reject advertising that seeks to promote unhealthy and risky behaviors.

There are some brief comments on tobacco and addiction, but the video does not deal directly with addiction. However, if you feel it is appropriate for

your class, you can make the connection between addiction, tobacco industry tricks, and media manipulation as freedom thieves. The fact sheet on Addiction and Tobacco in the appendices should provide you with material for making this connection.

5. Strategies for Using the Video in Class

It is recommended that the video be used, segment by segment, with the correlating activities from the teaching guide or integrated into your existing anti-tobacco curriculum.

6. The Nine Segments of the Video

The segments are briefly explained here so you can get an overview of their function. The body of this guide offers more information on each segment, including questions for your students to think about before viewing the segment, questions to focus their attention during the viewing, and exercises for after the viewing.

The video begins with a brief introduction by the host kids. Each segment also ends with a wrap up by the hosts and an introduction to the next segment. There are nine segments.

Segment One: This begins the inoculation by raising the issue of what kids think about the use of tobacco. Finding out what kids believe at this age is the baseline for helping them build resistance. The segment is made up of the actual comments made by 11-14 year old kids from various cultural/ethnic backgrounds around Wisconsin. The segment is useful for getting your students to start talking about their own attitudes toward tobacco use.

Segment Two: Segment two offers a challenge to attitudes expressed in segment one. It asks why

some kids think smoking is cool. The idea is to have your students think about the connection between smoking and being cool so they can build resistances when the challenge happens. It's like an inoculation. You offer a small challenge to get them thinking about how important being cool is to them and how they can be cool without killing themselves.

Segment Three: In many ways this segment is the heart of the video. It teaches students the basics of media literacy. In a structured format, the video takes the kids behind the scenes of a TV studio to show them the basic steps of targeting an audience and associating a product with desires (such as the desire for romance or adventure). We then show how production techniques (i.e. graphics, lighting, sound effects, etc.) are used to hook them.

Segment Four: Kids critically explore a convenience store to point out how big companies manipulate placement so they can sell more products. This segment fills theoretical demands of inoculation by making use of hands-on activities in public policy. But it can also be an eye-opener about manipulative strategies that lie behind what seems to be an innocent service to consumers. Students can learn that the placement of products is planned so as to manipulate customers to buy something on impulse.

Segment Five: This segment demonstrates how kids give in to peer pressure without realizing it. The technique of using an actual live demonstration is also part of the requirements of inoculation theory. Following the peer pressure exercise, kids from around the state talk about their attitudes toward peer pressure.

Segment Six: This segment continues media awareness and combines it with an examination of the behavioral models kids follow. It uses an exercise to help kids guess whether they can tell if a movie star smokes in real life based on what they

see in the movies. The goal is to get your students thinking about how they respond to movie stars as models they would emulate.

Segment Seven: As a requirement of inoculation, kids need to be supplied with alternative forms of behavior... to be cool. This segment interviews kids around the state to see what they do and what they can suggest to other kids as a fun alternative to help them be free from tobacco use.

Segment Eight: This segment "surfs the web" with its viewers to show what kids in other areas of the country are doing to B-FREE from Tobacco. It also gives the web addresses so that students can write them down and do further exploration or surfing on their own.

Segment Nine: This final segment wraps up the thematic approach of the curriculum and the video by interviewing kids around the state on the question: "What does it mean to be free from tobacco?" The segment is useful for getting your students to talk about what they have learned about the connection between freedom and using tobacco. The segment also invites kids to join Team B-Free. A registration form is included.

7. Evaluation Strategies

This guide includes a pre-test and post-test for your students to take. You will also be given a post-curriculum survey to register your evaluation.

8. Using the Video for Special Education Students

The video's segments may have to be modified to fit each student's individual needs. Here is one approach. Many of the segment activities include the use of cooperative groups. One way to modify this sort of activity is to pick the groups ahead of time, paying attention to putting only one student with special needs in each group. If you know of a special talent or interest that a student has, assign

that role (and all roles) ahead of time. For instance, if you know that a student with special needs is very outgoing, perhaps they could be the presenter in a cooperative group. If you are concerned about them feeling included, pair them with one other student within the group. Be sure not to always pair the same students.

While the exercises have been designed with appropriate modifications in mind, you may need to modify them differently to suit the needs of your students. The goal is to get all students involved and to understand the major themes and consequences that tobacco use brings.

9. Using the Video for Gifted and Talented Students

You can follow the curriculum as written. There are additional exercises included with each segment that will challenge your gifted and talented students.

10. State Standards

In this guide, each segment's exercises are related to Wisconsin's Model Academic Standards. This curriculum as a whole complies with almost every aspect of those Standards, described in the Department of Public Instruction Model as follows:

"Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1. APPLICATION OF THE BASICS
2. ABILITY TO THINK
 - Problem solving
 - Informed decision making
 - Systems thinking
 - Critical, creative, and analytical thinking

- Imagining places, times, and situations different from one's own
- Developing and testing a hypothesis
- Transferring learning to new situations

3. SKILL IN COMMUNICATION

- Constructing and defending an argument
- Working effectively in groups
- Communicating plans and processes for reaching goals
- Receiving and acting on instructions, plans, and models
- Communicating with a variety of tools and skills

4. PRODUCTION OF QUALITY WORK

- Acquiring and using information
- Creating quality products and performances
- Developing and pursuing positive goals

5. Connections with Community

- Recognizing and acting on responsibilities as a citizen
- Preparing for work and lifelong learning
- Contributing to the aesthetic and cultural life of the community
- Contributing and adapting to scientific and technological change

11. Life Skill Development

In this guide, each segment's exercises have been designed to take into account the life skills recommended by the Wisconsin Department of Public Instruction (DPI), in its publication, "The Power of Teaching" which explores best practice and curriculum instruction and assessment. "Five personal and social skills form the basis for teaching health promotion, risk prevention, and youth development across all content areas related to health and safety. These

skills are key to developing social and personal competence.

1. Critical-thinking and decision-making skills
2. Communication skills (including assertiveness and refusal skills)
3. Stress-management skills
4. Goal-setting skills
5. Advocacy skills (help in reducing youth access to tobacco – skills and behaviors that change the social context)"

12. Key Concepts in Health and Safety Issues

Each segment's exercises have also been designed to take into account DPI's Key Concepts that cut across many health and safety issues. According to DPI's publication, "The Power of Teaching," a few general core concepts make sense of the content within multiple health and safety issues.

These include:

Influences: "Content in this area deals with the internal and external influences that shape individual beliefs about healthy and risky behaviors."

Consequences: "This content area emphasizes the individual's understanding of the physical, emotional, and societal effects of engaging in risky behaviors."

Safety: "Students completing lessons related to this area develop the ability to evaluate the skills they possess or must develop to promote healthy behaviors and prevent risky behaviors. The lessons provide an opportunity for students to evaluate their use of personal skills and abilities and to identify new skill they are willing to practice and use in real life. Students should be able to relate the relevance of these skills to a variety of risk situations such as teen pregnancy, school violence, and suicide."

Responsibility: "Content related to clear and explicit boundaries is designed to help students understand limits that have been set by themselves; their family; peer groups; school; and local, national, and world communities in relation to behaviors.... Students are encouraged to explore the consequences of breaking rules or violating personal boundaries related to risky behaviors, to examine their personal ability to adhere to the limits established for them, and to begin setting limits for themselves."

13. Curriculum Connections

You will find recommended curriculum connections with each exercise in this guide. The suggested connections are from DPI's Model Academic Standards for Health Education.

14. Multiple Intelligences

In this guide, each segment's exercises are related to some of Howard Gardner's seven multiple intelligences. Here is a brief description of each, with examples of individuals who would fit each description.

Linguistic intelligence - refers to an individual's capacity to use language effectively as a vehicle of expression and communication (Examples: poets & writers).

Logical-Mathematical intelligence - refers to an individual's capacity to think logically, use numbers effectively, solve problems scientifically, and discern relationships and patterns between concepts and

things (Example: mathematicians and scientists).

Spatial intelligence - refers to the capacity to think visually and orient oneself spatially. In addition, spatially intelligent people are able to graphically represent their visual and spatial ideas (Examples: artists, decorators, architects, surveyors, inventors, and guides).

Musical intelligence - refers to the capacity to appreciate a variety of musical forms in addition to using music as a vehicle of expression. Musically intelligent people are sensitive to rhythm, melody, and pitch (Examples: singers, musicians, and composers).

Bodily-Kinesthetic intelligence - refers to the capacity of using one's own body skillfully as a means of expression or to work skillfully to create or manipulate objects (Examples: dancers, actors, athletes, sculptors, surgeons, mechanics, and craftspeople).

Interpersonal intelligence - refers to the capacity to appropriately and effectively respond to other people and understand their feelings (sales people, social directors, travel agents).

Intrapersonal intelligence - refers to the capacity to accurately know one's self, including knowledge of one's own strengths, motivations, goals, and feelings (Examples: entrepreneurs, therapists, etc.).

Pre-test Questions

This pre-test follows the best practices requirements for youth prevention programs. It is to be administered before your students begin this curriculum. Its purpose is to assess your students prior knowledge of the issues, ideas and facts presented in the curriculum. The post-test, included in this Guide, following the body of the curriculum, will complete the requirement by assessing how much your students have learned.

Choose the BEST answer to each question below.

1. Name 3 types of media
 - a. radio, magazines, coins
 - b. TV, newspapers, billboards
 - c. magazines, movies, street signs
 - d. all of the above
2. Who influences kids?
 - a. movie stars
 - b. friends
 - c. media
 - d. all of the above
3. What is the purpose of advertising?
 - a. to sell stuff
 - b. to introduce your product
 - c. to tell the truth
 - d. all of the above
4. Why is editing used in commercials?
 - a. to get the best looking actors
 - b. to leave out parts that companies don't want you to see
 - c. to add music, lighting, etc.
 - d. all of the above
5. When making an ad, what is the first thing a company needs to do?
 - a. find a location
 - b. hire actors
 - c. decide who they are going to sell to
 - d. none of the above
6. Some ads try to make their products look ...
 - a. adventurous
 - b. disgusting
 - c. evil
 - d. none of the above
7. What type(s) of advertising is used in convenience stores?
 - a. ads
 - b. product displays
 - c. packaging
 - d. all of the above
8. How do some products get featured or put on display in stores?
 - a. owners rotate products
 - b. owners choose their favorite products
 - c. companies pay large amounts of money for specific placement
 - d. none of the above
9. Do companies have any say in where their products are placed or displayed in a store?
 - a. yes
 - b. no

-
10. What is it called when you do something because your friends want you to do it?
- a. being cool
 - b. obeying
 - c. peer pressure
 - d. extra curricular activities
11. Would you resist doing something your best friend wanted you to do if it was something you didn't want to do?
- a. yes
 - b. no
12. How do movie producers decide which products to use in their films?
- a. ask actors to pick their favorites
 - b. companies pay money to get their products featured
 - c. screen writers decide
 - d. none of the above
13. Why do actors smoke on TV/ movies?
- a. writers add smoking into the script
 - b. directors tell actors to smoke
 - c. tobacco companies pay money to get cigarettes added to script
 - d. all of the above
14. All actors/actresses who smoke in the movies also smoke in real life?
- a. true
 - b. false
15. What is Team B-FREE?
- a. A theater group that travels around Wisconsin performing plays
 - b. A group of kids who choose freedom over tobacco
 - c. A group of kids who promote free speech
 - d. None of the above
16. Anti-tobacco organizations run by kids are found in...
- a. Wisconsin only
 - b. 30 out of 50 states
 - c. the east coast
 - d. all across the U.S.
17. Advertising would never tell you
- a. all the benefits of their product
 - b. that the product could cause problems
 - c. where to buy the product
 - d. All of the above
18. Companies only use production tricks in TV commercials.
- a. True
 - b. False
19. What do companies add to commercials to make them seem more realistic?
- a. music
 - b. background
 - c. sound effects
 - d. All of the above
20. Smoking makes you lose your...
- a. white teeth
 - b. freedom
 - c. money
 - d. all of the above

Pre- and Post-test Answer Key

(1)B

(2)D

(3)A

(4)B

(5)C

(6)A

(7)D

(8)C

(9)A

(10)C

(11)A

(12)B

(13)D

(14)B

(15)B

(16)D

(17)B

(18)B

(19)D

(20)D

Segment One - What do you think about tobacco?

This begins the inoculation by raising the issue of what kids think about the use of tobacco. Finding out what kids believe at this age is the baseline for helping them build resistance. The segment is made up of the actual comments made by 11-14 year old kids from various cultural/ethnic backgrounds around Wisconsin. The segment is useful for getting your students to start talking about their own attitudes toward tobacco use.

Before Viewing

Here are some questions to help you engage your students in a discussion that relates to this segment of the video.

1. Do you know anyone who smokes or uses tobacco?
2. Why do you think they smoke or use tobacco?
3. Would you smoke? Why or why not?
4. Do you think smoking is addictive?

Focus on Viewing

Have your students answer the following questions while watching the video.

1. Which comment did you agree with the most?
2. Did you disagree with any of the comments? Why?
3. What would you have said if you were interviewed?

After Viewing

Recommended Exercises:

1) Project

Have students write a short essay, draw a cartoon, or create a storyboard on what they think about being free from tobacco and smoking.

- **State Standards** = Application of the basics; ability to think; skill in communication; production of quality work; connections with community

- **Multiple Intelligences** = Linguistic, Intrapersonal
- **Curriculum Connections** = English Language Arts, Family and Consumer Education, Health Education
- **Time:** One class period or two nights' homework
- **Materials:** Paper, Pen/pencil
- **Assessment Criteria:** Essay should contain at least two opinions on tobacco or one experience they have had with tobacco. Each opinion should be supported by multiple sentences and examples. Actual length to be determined by teacher.

2) Poem or Song

In small groups or individually, have students write a poem or song lyrics about being free from tobacco. If they choose to write a song, students can write lyrics to the tune of a common melody (i.e. Mary Had a Little Lamb, etc.), write their own song, or create a rap. Encourage students to present their poem or song to the class.

- **State Standards** = Ability to think; skill in communication; production of quality work
- **Multiple Intelligences** = Linguistic, Musical, Interpersonal (if working in groups), Intrapersonal
- **Curriculum Connections** = English Language Arts, Music, Family and Consumer Education, Health Education
- **Time:** Two or three class periods
- **Materials:** Paper, Pens/Pencils
- **Assessment Criteria:** Students must complete a song or poem. Teachers may set a specific length that must be met.
- **Gifted and Talented Exercise:** Be a reporter. Interview a family member or friend who is addicted to smoking and is willing to describe to you what it feels like to be addicted. Write up your results in an essay on the power of addiction.

Segment Two - Why do some kids think it's cool?

Introduction

Segment two offers a challenge to attitudes expressed in segment one. It asks why some kids think smoking is cool. The idea is to have your students think about the connection between smoking and being cool so they can build resistances when the challenge happens. It's like an inoculation. You offer a small challenge to get them thinking about how important being cool is to them and how they can be cool without killing themselves.

Before Viewing

Here are some questions to help you engage your students in a discussion that relates to this segment of the video.

1. What does it mean to be cool?
2. Why do some people think it's important to be cool?
3. Is it always good or fun to be cool?
4. What happens to people who aren't cool?
5. Does trying to be cool limit your freedom?

Focus for Viewing

Have your students answer the following questions while watching the video.

1. List some reasons the boys and girls in the video give for thinking it's cool to smoke?
2. What is the most common reason?
3. Do you think any of these reasons are convincing? Which ones?

After Viewing

Recommended Exercises:

1) Visualization

Have students draw a picture expressing a reason why smoking isn't cool (i.e. you can get cancer, you can't breathe when playing sports, your younger brother or sister might start smoking, too).

State Standards = Application of the basics; ability to think; skill in communication; production of quality work; connections with the community

Multiple Intelligences = Spatial, Intrapersonal

Curriculum Connections = Life Issues, Health, Art, Social Studies

Time: One class period

Materials: Paper, colored pencils, markers, crayons, etc.

Assessment Criteria: Students will complete a picture, and upon the teacher's request, be able to explain its relevance (orally or written) to smoking.

2) Skit

Have students meet in groups to discuss two questions: What does it mean to be cool? And, why is it not cool to smoke? Then each group should create a short skit in which one student plays the cool person (according to what the group defined as cool) and the others try to convince him or her that it is cool to smoke. The student who plays the cool person should use the arguments the group came up with in their discussion about why it is not cool to smoke.

State Standards = Application of the basics; ability to think; skill in communication; production of quality work

Multiple Intelligences = Linguistic, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal

Curriculum Connections = Life Issues, Health, Art, Social Studies, English

Time: Two or three class periods

Materials: Paper, pencils/pens, props (optional)

Assessment Criteria: Students will turn in a script to the teacher and act out the skit for classmates. All students in the group must be involved in some way. Length of skit to be determined by teacher.

Gifted and Talented Exercise: Write an essay on how trying to be cool can limit a person's freedom.

Segment Three - Behind the scenes (media literacy)

Introduction

In many ways this segment is the heart of the video. It teaches students the basics of media literacy. In a structured format, the video takes the kids behind the scenes of a TV studio to show them the basic steps of targeting an audience and associating a product with desires (such as the desire for romance or adventure). We then show how production techniques (i.e. graphics, lighting, sound effects, etc.) are used to hook them.

Before Viewing

Here are some questions to help you engage your students in a discussion that relates to this segment of the video.

1. Do you have a favorite commercial or advertisement? Why do you like it? How does it make you feel?
2. How do you think commercials are made?
3. Do you think commercials and ads always tell the truth about products? Why?
4. Have you ever bought something because it looked cool in a commercial? When you used it, did it work just as well as it did in the commercial?

Focus for Viewing

Have your students answer the following questions while watching the video.

1. Name seven types of media.
2. Why do companies advertise?
3. What steps are involved in making a commercial?
4. What production tricks are used when creating a commercial?
5. In what ways can a company differentiate their product from a competitor's product? For example, there are many different brands of soft drinks. How could one soft drink company show that its brand is different from the rest?

After Viewing

Recommended Exercises:

1) Ad Critique

Have students bring in a print ad, TV ad, or G or PG rated movie clip. Have them critique it by following the steps in Segment 3 (i.e. identify target audience, goal of ad/clip, production techniques). Hand out copies of the media literacy worksheet (see page 16) to help students follow the steps. Then have them present their findings to the class in the form of an oral presentation. This can also work as a small group activity (2-4 students per group).

State Standards = Application of the basics; ability to think; skill in communication; production of quality work

Multiple Intelligences = Linguistic, Logical-Mathematical, Spatial, Musical, Interpersonal

Curriculum Connections = English Language Arts, Visual Arts, Social Studies, Family and Consumer Education, Health Education, Business, Marketing, Technology Education

Time = One or two class periods

Materials needed = Media Literacy Worksheet, pens/pencils, magazines (if students don't bring ads from home)

Assessment criteria = How well they analyzed the chosen ad. How clearly and completely they present their findings in the oral presentation. The Worksheet can be assessed on the accuracy of its answers.

2) Ad Design

Have small groups of students create their own product to advertise. Then have them draw a magazine ad or create a commercial for the product using the techniques in Segment 3 (i.e. identify audience, type of ad, sound effects, lighting, music). Hand out copies of the media literacy worksheet (on page 16) to help students follow the techniques.



State Standards = Application of the basics; ability to think; skill in communication; production of quality work

Multiple Intelligences = Linguistic, Logical-Mathematical, Spatial, Musical, Bodily-Kinesthetic, Interpersonal

Curriculum Connections = English Language Arts, Visual Arts, Social Studies, Family and Consumer Education, Health Education, Business, Marketing, Technology Education

Time = One class period

Materials needed = Media Literacy Worksheet (included in the following pages), paper, pens/pencils/markers, camcorder (optional), tape recorder or CD player for music (optional), different types of music (optional), props to make sound effects (optional)

Assessment Criteria = How well their choice of product and how to advertise it demonstrates an understanding of the elements of media literacy presented in the video. The Worksheet can be assessed on the accuracy of its answers.

3) Optional Field Trip

To make the importance of media literacy clear to your students, it would be helpful if they can see and even participate in the making of an ad. Local TV stations are usually very willing to help with the learning process in the name of community relations. You can call your local station and ask to speak to the production director, creative director or general manager. Ask if you can bring a group of students in to witness the making of an ad and if they could even help in small ways as part of the learning process. Ask how many students would make up a manageable group. Hand out copies of the media literacy worksheet (on page 16) to help students record the techniques they see being used.

State Standards = Application of the basics; ability to think; skill in communication; production of quality work; connections with community

Multiple Intelligences = Linguistic, Logical-Mathematical, Spatial, Musical, Bodily-Kinesthetic, Interpersonal

Curriculum Connections = English Language Arts, Visual Arts, Social Studies, Family and Consumer Education, Health Education, Business, Marketing, Technology Education

Time = One class period

Materials needed = Media Literacy Worksheet, Pens/Pencils

Assessment Criteria = Students will be assessed on how well they participated in the event. The Worksheet can be assessed on the accuracy of its answers. Teachers may also choose to have the students write up their experience and attach it to their Worksheet answers.

Gifted and Talented Exercise:

A. Listen to radio ads and describe what specific tricks they use to manipulate the listener. Listen for sound effects, word choice, character portrayal, and anything else you think is designed to make you want to do what the ad says.

B. Compare and contrast the effect of the camera angle in the two photos at the top of the page. Do the different angles change the characteristics of the person in the photo? How would you characterize the person in each? Does your perspective change? Do you think one angle gives the person more favorable characteristics than the other? Why?

Segment Three – Media Literacy Worksheet

Name _____

1. What is the goal of the advertisement?
2. Who is the advertisement selling to?
3. What type of advertisement is it? (romantic, funny, adventurous, scary, other)
4. What kinds of visuals are used to make the advertisement more convincing?
5. What type of lighting is added to make it more convincing?
6. What sound effects are added to make it more convincing?
7. What type of music is added to make it more convincing?
8. Is editing involved at all? If yes, how do you know?
9. What is this ad trying to make you believe about the product?

Segment Four – Kids Go Into a Convenience Store

Introduction

Kids go into a convenience store to point out how companies manipulate placement so they can sell more products. This segment fills theoretical demands of inoculation by making use of hands-on activities in public policy. But it can also be an eye-opener about manipulative strategies that lie behind what seems to be an innocent service to consumers. Students can learn that the placement of products is planned so as to manipulate customers to buy something on impulse.

Note: Be sure to tell your students not to attempt visiting a convenience store with a camera unless they have prior permission. (See the first exercise below.)

Before Viewing

Here are some questions to help you engage your students in a discussion that relates to this segment of the video.

1. Have you ever been tempted to buy something at a convenience store?
2. What gets you interested in buying something if you didn't have it in mind before going to the convenience store?
3. What types of advertising have you seen at convenience stores?
4. Has advertising in convenience stores ever convinced you to buy something?
5. Do you think companies use other things besides ads to sell their products in convenience stores? What do they use?
6. Do you think the products in convenience stores are arranged in any particular order? What kind of order?

Focus for Viewing

Have your students answer the following questions while watching the video.

1. What are some examples of product placement?
2. Why are the candy bars on a low shelf in the convenience store?
3. How much money do tobacco companies spend each year to place their products in stores?
4. How many tobacco advertisements did Mike count at the check-out counter?
5. What distracted Mike as he was counting tobacco advertisements?

After Viewing

Recommended Exercises:

1) Field Trip

Take a field trip to a local convenience store. (Call the store manager ahead of time to request approval.) Bring clipboards, paper, and pencils. Have kids count the number of cigarette and tobacco ads they see and note the location of each ad. Then have a discussion on whether or not your students feel these ads influence kids to smoke. If a field trip can't be arranged, this activity can be given out as a partnering assignment.

State Standards = Application of the basics; ability to think; skill in communications; production of quality work; connections with the community

Multiple Intelligences = Spatial, Intrapersonal

Curriculum Connections = Life Issues, Health, Art, Social Studies

Time: One class period

Materials: clipboards, paper, pencils/pens

Assessment Criteria: Students will be assessed on how accurate their tallies are and how involved they are in the discussion that follows. If students complete this exercise on their own time, assessment can be determined by the tallies and a brief reflective essay.

2) Public Policy

Have a discussion with your students on whether or not ads in convenience stores influence kids to smoke. Your discussion can also extend to tobacco advertising in general. Then have kids write to their legislator to share their concerns about tobacco advertising or another tobacco-related issue and ask the legislator to support anti-tobacco laws. Each student can write his or her own letter, or the entire classroom can work on one letter together. If students have written essays or drawn pictures that correspond with the letter, you can attach some to the letter.

If you choose to make this an individual project, have the students put your school's address as the return address on each of their letters. That way, you'll receive replies at the school and can read them for the whole classroom. If the entire classroom works on one letter, make sure that every student signs the letter. Instructions on how to write a letter to a senator and a representative are included in the following pages.

State Standards = Application of the basics; ability to think; skill in communications; production of quality work; connections with the community

Multiple Intelligences = Linguistic, Interpersonal, Intrapersonal

Curriculum Connections = Life Issues, Health, Art, Social Studies

Time: One class period with homework or Two class periods

Materials: paper, pencils/pens

Assessment Criteria: Students will be assessed on grammar, structure of their letter, and length (to be determined by teacher).

Gifted and Talented Exercise:

How much would it cost in a year to smoke a pack of Marlboros every day? Compare this amount to what the tobacco companies spend on advertising and promotion in a year. (Current information shows the companies combined spend \$14 million a day on advertising and promotion). How many smokers do tobacco companies need just to make as much as they spend on advertising? What would you buy with the money saved in one year by not smoking?

Date

The Honorable [your senator's name]
Wisconsin State Senator
[number of your district] District
Mailing address

Dear Senator [last name of your senator]:

The first paragraph of your letter should tell who you are and what you want your senator to do (i.e. help kids stay free from tobacco, support anti-tobacco laws, support a specific law).

The second paragraph should convince the senator to do what you're asking. You can write about a smoke-free event or activity you participated in, a commercial you saw, an article about smoking you read, a personal story about a relative or friend who smokes, statistics you found, or anything else that's related to smoking or tobacco.

The third paragraph should restate what you want your senator to do (i.e. Please support anti-tobacco laws for kids.). Then thank the senator for his or her time.

Finally, close your letter by asking the senator to reply to your letter (i.e. Please write back and tell me . . ., I want to know what you think . . ., I look forward to hearing your opinion . . .).

Sincerely,

Your name
Your school's name
Your school's address

Worksheet B

Date

The Honorable [your representative's name]

Wisconsin House of Representatives

[number of your district] District

Mailing address

Dear Representative [last name of your representative]:

The first paragraph of your letter should tell who you are and what you want your representative to do (i.e. help kids stay free from tobacco, support anti-tobacco laws, support a specific law).

The second paragraph should convince the representative to do what you're asking. You can write about a smoke-free event or activity you participated in, a commercial you saw, an article about smoking you read, a personal story about a relative or friend who smokes, statistics you found, or anything else that's related to smoking or tobacco.

The third paragraph should restate what you want your representative to do (i.e. Please support anti-tobacco laws for kids.). Then thank the representative for his or her time.

Finally, close your letter by asking the representative to reply to your letter (i.e. Please write back and tell me . . ., I want to know what you think . . ., I look forward to hearing your opinion . . .).

Sincerely,

Your name

Your school's name

Your school's address

Segment Five – Operation Peer Pressure

Introduction

This segment demonstrates how kids give in to peer pressure without realizing it. The technique of using an actual live demonstration is also part of the requirements of inoculation theory. Following the peer pressure exercise, kids from around the state talk about their attitudes toward peer pressure.

Before Viewing

1. Do you think you are influenced by your friends' opinions? How?
2. Is it hard to say no to friends, even if you disagree with them?
3. If a friend is doing or saying something that you disagree with, do you feel pressured to join in? If you don't join in, do you feel comfortable voicing your opinions?
4. Is peer pressure always negative? If not, what are some positive forms of peer pressure?

Focus for Viewing

1. What are some words or phrases the kids used to convince their friend the circles were the same size?
2. Do you think either group was convincing?
3. Do you think their friend knew he/she was being manipulated?
4. How do you think you would have responded?

After Viewing

Recommended Exercises:

1) Skit

Brainstorm a list with your class on different situations where kids might be pressured to do something they are uncomfortable with or know is wrong. Using cooperative groups (3-4 students) choose a topic from this list and have students will create and act out skits focusing on a specific form of peer pressure. Throughout each skit, students should include a variety of ways to resist peer pressure (i.e. "My Mom would ground me forever", "Sorry, I'm just not into that sort of thing", etc.)

State Standards = Application of the basics; ability to think; skill in communication; production of quality work

Multiple Intelligences = Linguistic, Spatial, Bodily- Kinesthetic, Interpersonal

Curriculum Connections = English, Life Issues, Health, Drama

Materials needed = TV/VCR, pens/pencils, paper

Time = Two class periods: one to plan and work in class, one to present

Assessment Criteria = Students will turn in a script to the teacher and act out the skit for classmates. All students in the group must be involved in some way. Length of skit to be determined by teacher.

2) Visualization

Have students discuss how peer pressure can be negative and positive. (Ex. Negative- Friends pressure you to smoke, steal, skip school, etc; Positive- Friends pressure you to join a sports team, learn to play guitar and join their band, etc.)

Give students blank white paper and instruct them to fold it in half. On the top half, students will draw a picture, symbol, etc. that represents a positive form of peer pressure. On the bottom half, students will draw a picture, symbol, etc. that represents a negative form of peer pressure.

Allow students to work on the drawing for the remainder of the period and finish for homework. Students should come to class the following day prepared to explain both experiences to the class (or in smaller groups).

State Standards = Application of the basics;
ability to think; skill in communications;
production of quality work

Multiple Intelligences = Spatial,
Intrapersonal, Interpersonal, Bodily
Kinesthetic, Linguistic

Curriculum Connections = Art/Drawing,
English/Speech, Health, Life Issues

Materials Needed = Blank, white paper,
colored pencils, markers, crayons, TV/VCR

Time = Two working class periods

Assessment Criteria = Students will complete
2 drawings. One must represent negative peer
pressure and one must represent positive peer
pressure. Students must present and explain
their drawings to the class or small groups.

Gifted and Talented Exercise

Conduct your own peer pressure exercise. Use the exercise shown in the video. Choose four people to do the exercise. Three will know the right answer. If you can try the same exercise with different people (or just a different fourth person), that would be even better. Reflect on the results and write up your conclusions.

Segment Six – Real or Fake? (Role Models)

Introduction

This segment continues media awareness and combines it with an examination of the behavioral models kids follow. It uses an exercise to help kids guess whether they can tell if a movie star smokes in real life based on what they see in the movies. The goal is to get your students thinking about how they respond to movie stars as models they would emulate.

Before Viewing

Here are some questions to help you engage your students in a discussion that relates to this segment of the video.

1. Do you have a favorite actor, actress, or athlete? Who?
2. Have any of your friends ever done something because they saw their favorite actor, actress, or athlete do it?
3. Name some movies you've seen that had characters who smoked.
4. Why do you think some characters in movies smoke?
5. What feelings does smoking portray in movies?
6. Do you think the actors/actresses who play those characters smoke in real life?

Focus for Viewing

Have your students answer the following questions while watching the video.

1. Is Maria a smoker?
2. Is Tom a smoker?
3. How did the pictures trick Team B-FREE?
4. What are the three ways cigarettes can get added into a movie scene?
5. Do all actors/actresses who smoke in movies smoke in real life, too?

After Viewing

Recommended Exercises:

1) Movie Homework

Have students watch a popular movie at home that contains smoking or tobacco use. (Movie suggestions: Road To El Dorado, Save the Last Dance, Men In Black, 102 Dalmatians, Shanghai Noon, Finding Forrester, X-Men, ET, Crocodile Dundee, Grease) Using the worksheets provided in the pages that follow, students should record each scene that cigarettes are shown, detailing who is smoking them (bad vs. good guy) and what emotion the smoker is feeling while smoking.

Then students should decide whether smoking was really necessary during the scene and should recommend other ways (besides smoking) that the movie could have portrayed the same feeling. An example of this might be a cowboy smiles and tips his hat instead of lighting up to celebrate a victory.

After the assignment is finished, call on students in class to share the title of their movie and their cigarette tally.

State Standards = Application of the basics; ability to think; skill in communications; production of quality work; connections with the community

Multiple Intelligences = Linguistic, Interpersonal

Curriculum Connections = English Language Arts, Visual Arts, Family and Consumer Education, Health Education, Marketing

Time = Two class periods

Materials = Paper, pens/pencils, movies

Assessment Criteria = Students will be assessed on the completeness of each worksheet.

2) Smoke-Free Collage

Have students cut out images of people not using tobacco products from magazines, newspapers, or other publications. Students should also bring in pictures of themselves and friends who don't smoke. Show students how to make a collage of these pictures by gluing them to poster board or a blank sheet of paper. Instruct them to write a creative heading on the collage (i.e. "We're smoke-free and having fun!" or "Guess what! Our lungs aren't black."). Then hang the collages around the classroom.

State Standards = Application of the basics;
ability to think; skill in communications;
production of quality work

Multiple Intelligences = Linguistic, Spatial,
Bodily-Kinesthetic

Curriculum Connections = English Language
Arts, Visual Arts, Family and Consumer
Education, Health Education

Time = One class period

Materials = Paper, pens/pencils, markers,
colored pencils, crayons, colored paper,
scissors, glue, magazines, newspapers, other
publications, photographs

Assessment Criteria = Students will be
assessed by the number and types of pictures
used (i.e. teachers may require a minimum of
10 pictures, only 2 can be photographs).
Students may also be assessed on the neatness
and creativity of their titles.

Gifted and Talented Exercise:

Do research to find out when television stopped
showing cigarette commercials. Find out why they
stopped and write up your finding.

Segment 6 Worksheet – Smoking in Movies

Name _____

Smoking scene	Who?	What emotion?	Was it necessary?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

Other Ways to Portray the Same Feeling

Name _____

Smoking scene	Another Way to Portray the Same Feeling
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

Additional Worksheets – Smoking in Movies

Page _____

Name _____

[illegible]

Other Ways To Portray the Same Feeling

Page _____

Name

[illegible]

Introduction

As a requirement of effective inoculation, kids need to be supplied with alternative forms of behavior... to be cool. This segment interviews kids around the state to see what they do and what they can suggest to other kids as a fun alternative to help them be free from tobacco use.

Before Viewing

1. What are some of your favorite hobbies? (record on chalk board)
2. Do you think if you started smoking it would affect your hobby? How?
3. If you are not involved in an activity, are you more likely to smoke? Why or why not?

Focus for Viewing

1. What are some of the alternative activities to smoking mentioned?
2. Do you agree with the other teens' opinions? Why or why not?
3. Do you think teens need an alternative activity to stay away from tobacco products?

After Viewing

Recommended Exercises:

1) Banner

Place a large piece of paper, banner, or poster on the floor. Explain to students that the class will create an "alternative to smoking banner". Have students brainstorm an original title for the banner. Class will then vote on one title. Assign 1-3 students to write the title on the banner while the rest of the class comes up two at a time to record their alternative hobby, activity, etc. While students are working, play music in the background. Once the banner is finished hang on a wall of the school or in your classroom.

State Standards = Application of the basics; ability to think; skill in communications; production of quality work

Multiple Intelligences = Linguistic, Spatial, Bodily- Kinesthetic, Interpersonal, Intrapersonal, Musical

Curriculum Connections = Art, English, Life Issues, Health, Drama, Music

Time = One class period

Materials needed = TV/ VCR, colored pencils, marker, or crayons, banner, poster board, or large piece of paper, boom box

Assessment Criteria = Students will be assessed on completing their smoke free activity and helping in the creation of the banner as a whole.

2) Cooperative Groups

Divide class into small groups of 4. Assign each group member a role: recorder, artist, and 2 presenters. Students will discuss their alternative activity to smoking and how smoking could have a negative effect on that activity. The recorder will write down each activity along with tobacco's negative effect on it. On a separate sheet of paper, the artist will draw a picture of that activity or a symbol that best represents it from the group's input. Finally, the presenters will go to the front of the class and explain each activity and how tobacco use could have a negative effect. Groups will be graded on creativity and clarity.

State Standards = Application of the basics;
ability to think; skill in communications;
production of quality work

Multiple Intelligences = Spatial,
Intrapersonal, Interpersonal, Bodily/
Kinesthetic, Linguistic

Curriculum Connections = Art/Drawing,
English/Speech, Health, Life Issues

Time = One or two class periods

Materials Needed = TV/VCR, colored pencils,
markers, or crayons, four pieces of blank white
paper per group

Assessment Criteria = Students will be
assessed on completing each portion of the
project. Also, all students must have a role and
be involved or the group will lose points.

Gifted and Talented Exercise:

Watch movies and find a scene where the actor
doesn't smoke but could have if the cigarette
companies wanted smoking shown. Describe what
the actor does instead of smoking.

Segment Eight - What's Going On? (Web Site Search)

Introduction

Segment Eight "surfs the web" with its viewers to show what kids in other areas of the country are doing to "B-FREE from Tobacco." It also gives the web addresses so that students can write them down and do further exploration or surfing on their own.

Before Viewing

1. Do you know of any web sites that promote being free from tobacco? If so, which ones have you visited.
2. Do you think these web sites are effective, informative, useful, etc?
3. Are web sites an effective way to reach students your age? Why?

Focus for Viewing

1. What group made their own TV ad?
2. What group drove across the country in orange trucks?
3. What group is making their own radio ads?

Featured Websites

tmvoice.com
wholetruth.com
okswat.com
thetruth.com
be-free.org
hjrebel.com
freshair.net
questionit.com

After Viewing

Recommended Exercises:

1) Internet Scavenger Hunt

If computers with Internet access are available, begin a class discussion on different search engines (i.e. Yahoo, Ask Jeeves, Google, etc.). Explain to students how to find information by using search engines. In groups of two, have students look up at least one web site mentioned in the video Segment Eight. After reviewing the web site, students will record their favorite or most interesting part of the site and why. Encourage students not to choose the game page when writing their review.

Next, give students the Internet Scavenger Hunt worksheet (included in the pages that follow) of tobacco related questions to find using search engines. Students will record the search engine used, the web site address where the information was found, and a brief summary of what they learned about each topic.

State Standards = Application of the basics; ability to think; skill in communications; production of quality work

Multiple Intelligences = Logical, Bodily-Kinesthetic, Interpersonal, Intrapersonal

Curriculum Connections = Computer skills, Health

Time = One class period

Materials needed = TV/ VCR, pens/pencils, paper

Assessment Criteria = Students will be assessed on their completion of the worksheet and time management.

2) Create your own web site

Divide class into small groups of 3-4 students each. Decide on different sections that could be included in your web site (i.e. home page, facts page, games, effects of tobacco, etc.). Each group should be assigned a page to design. Each member of the group should be assigned a role (i.e. researcher, writer, designer/artist, and presenter). The groups should be able to add any information they like as long as it pertains to the assigned page. Groups can work for an entire period and then present their page to the class the next day.

State Standards = Application of the basics; ability to think; skill in communications; production of quality work

Multiple Intelligences = Linguistic, Spatial, Bodily- Kinesthetic, Interpersonal

Curriculum Connections = English/Speech, Health, Art

Time = Two class periods

Materials needed = TV/VCR, pens/pencils, colored pencils, markers, crayons, paper (white and colored or poster board)

Assessment Criteria = Students will be assessed on their creativity and completeness of each web page. All students in the group must be involved in some way. Amount of content on each page will be determined by teacher.

Gifted and Talented Exercise

Find a web site not mentioned in the video that is designed to help kids stay free from tobacco.

Compare and contrast it to any one of the web sites mentioned in the video.

Worksheet for Segment Eight - Internet Scavenger Hunt

Answer each question below. Be sure to include the web address where you found the answer.

1. What are some quick tips on quitting smoking? (remember to record where you found this information)
2. Find and record the main idea of one uncovered internal document from Big Tobacco.
3. What are the benefits of quitting smoking?
4. What are a few ingredients in cigarettes?
5. Which web site from the video was you favorite? Why?
 - tmvoice.com
 - wholetruth.com
 - okswat.com
 - thetruth.com
 - be-free.org
 - njrebel.com
 - freshair.net
 - questionit.com

Answer Key - Internet Scavenger Hunt

Answers to the questions will vary depending on the site the student found the information. Listed below are some of the sites and answers to the Internet Scavenger Hunt.

1. Quick Tips on Quitting

Centers for Disease Control, "You Can Quit Smoking Consumer Guide" -

<http://www.cdc.gov/tobacco/quit/canquit.htm> & <http://www.cdc.gov/tobacco/quit/smconsumr.pdf>

American Lung Association of Wisconsin - http://www.lungusa.org/tobacco/quitting_smoke.html#what

- Pick a good time to quit.
- Don't try to quit when you're under a lot of stress or around a holiday.
- Be sure to get some exercise every day.
- Get plenty of sleep.
- Eat a balanced diet and drink lots of water.
- Ask family, friends and co-workers to help.

American Cancer Society, Health Information -

http://www.cancer.org/eprise/main/docroot/PED/content/PED_10_13X_Tips_After_Quitting?sitearea=PED

- Spend as much free time as possible in places where smoking is prohibited - libraries, museums, theaters, churches.
- Drink a lot of water and fruit juice.
- Don't drink alcohol, coffee, and other beverages that you associate with smoking.
- If you miss the feeling of having a cigarette in your hand, play with something else - a pencil, a paperclip, a marble.
- If you miss the feeling of having something in your mouth, try toothpicks, cinnamon sticks or celery.

2. Internal Tobacco Documents

- Legacy Tobacco Document Library from the University of California, San Francisco - <http://legacy.library.ucsf.edu>
- Centers for Disease Control, Tobacco Industry Documents- Public Access to Industry Documents - <http://www.cdc.gov/tobacco/industrydocs/index.htm>
- Americans for Non-Smokers Rights - <http://www.no-smoke.org/hotdocs.html>
- Tobacco .org - <http://www.tobacco.org/Documents/secretdocuments.html>
- Tobacco Documents On-Line - <http://tobaccodocuments.org/>
- Campaign for Tobacco Free Kids - <http://tobaccofreekids.org/reports/doubletalk>

3. Benefits of Quitting

American Lung Association of Wisconsin - www.lungusa.org/tobacco/quit_ben.html

- **When smokers quit, within twenty minutes of smoking that last cigarette the body begins a series of changes.**
- **20 minutes after** - blood pressure and pulse rate drops, increased body temperature of hands & feet
- **8 hours after** - carbon monoxide level in blood drops to normal, oxygen level in blood increases to normal
- **48 hours after** - nerve endings start regrowing, ability to smell and taste is enhanced
- **2 weeks to 3 months after** - circulation improves, walking becomes easier
- **1 to 9 months after** - coughing, sinus congestion, fatigue, shortness of breath decreases
- **1 year after** - risk of coronary heart disease is decreased to half that of a smoker
- **5 years after** - from 5 to 15 years after quitting, stroke risk is reduced to that of people who have never smoked
- **10 years after** - risk of lung cancer drops to as little as one-half that of continuing smokers, risk of cancer of the mouth, throat, esophagus, bladder, kidney, and pancreas decreases
- **15 years after** - risk of coronary heart disease is now similar to that of people who have never smoked, risk of death returns to nearly the level of people who have never smoked

4. Ingredients in Cigarettes

Refer to Appendix A for a complete list or visit:

Campaign for Tobacco Free Kids - <http://tobaccofreekids.org/campaign/global/docs/content.pdf>

Indiana Prevention Resource Center at Indiana University -
<http://www.drugs.indiana.edu/druginfo/additives.html>

Segment Nine - Freedom

This final segment wraps up the thematic approach of the curriculum and the video by interviewing kids around the state on the question: "What does it mean to be free from tobacco?" The segment is useful for getting your students to talk about what they have learned about the connection between freedom and using tobacco. The segment also invites kids to join Team B-Free. A registration form is included.

Instead of exercises, as in the other segments, segment nine includes a post-test in the pages that follow to assess how much they have absorbed from the curriculum since they took the pre-test.



Post-Test Questions

Administer this test on the last day of the unit of instruction.

Choose the BEST answer to each question below.

1. Name 3 types of media
 - a. radio, magazines, coins
 - b. TV, newspapers, billboards
 - c. magazines, movies, street signs
 - d. all of the above
2. Who influences kids?
 - a. movie stars
 - b. friends
 - c. media
 - d. all of the above
3. What is the purpose of advertising?
 - a. to sell stuff
 - b. to introduce your product
 - c. to tell the truth
 - d. all of the above
4. Why is editing used in commercials?
 - a. to get the best looking actors
 - b. to leave out parts that companies don't want you to see
 - c. to add music, lighting, etc.
 - d. all of the above
5. When making an ad, what is the first thing a company needs to do?
 - a. find a location
 - b. hire actors
 - c. decide who they are going to sell to
 - d. none of the above
6. Some ads try to make their products look ...
 - a. adventurous
 - b. disgusting
 - c. evil
 - d. none of the above
7. What type(s) of advertising is used in convenience stores?
 - a. ads
 - b. product displays
 - c. packaging
 - d. all of the above
8. How do some products get featured or put on display in stores?
 - a. owners rotate products
 - b. owners choose their favorite products
 - c. companies pay large amounts of money for specific placement
 - d. none of the above
9. Do companies have any say in where their products are placed or displayed in a store?
 - a. yes
 - b. no
10. What is it called when you do something because your friends want you to do it?
 - a. being cool
 - b. obeying
 - c. peer pressure
 - d. extra curricular activities
11. Would you resist doing something your best friend wanted you to do if it was something you didn't want to do?
 - a. yes
 - b. no

-
12. How do movie producers decide which products to use in their films?
- a. ask actors to pick their favorites
 - b. companies pay money to get their products featured
 - c. screen writers decide
 - d. none of the above
13. Why do actors smoke on TV/movies?
- a. writers add smoking into the script
 - b. directors tell actors to smoke
 - c. tobacco companies pay money to get cigarettes added to script
 - d. all of the above
14. All actors/actresses who smoke in the movies also smoke in real life?
- a. true
 - b. false
15. What is Team B-FREE?
- a. A theater group that travels around Wisconsin performing plays
 - b. A group of kids who choose freedom over tobacco
 - c. A group of kids who promote free speech
 - d. None of the above
16. Anti-tobacco organizations run by kids are found in...
- a. Wisconsin only
 - b. 30 out of 50 states
 - c. the east coast
 - d. all across the U.S.
17. Advertising would never tell you
- a. all the benefits of their product
 - b. that the product could cause problems
 - c. where to buy the product
 - d. All of the above
18. Companies only use production tricks in TV commercials.
- a. True
 - b. False
19. What do companies add to commercials to make them seem more realistic?
- a. music
 - b. background
 - c. sound effects
 - d. All of the above
20. Smoking makes you lose your...
- a. white teeth
 - b. freedom
 - c. money
 - d. all of the above

Post-test Answer Key

(1)B

(2)D

(3)A

(4)B

(5)C

(6)A

(7)D

(8)C

(9)A

(10)C

(11)A

(12)B

(13)D

(14)B

(15)B

(16)D

(17)B

(18)B

(19)D

(20)D

JOIN TEAM B-FREE

Sign up to be part of Team B-FREE. Team B-FREE will be made up of Wisconsin kids who are fighting off all the pressures that keep them from being free.

Are you fighting off the pressure to smoke? Are you fighting against pressures to do things you don't want to do? Are you fighting against companies who will say anything to sell you something? Are you fighting against peer pressure and bad role models? Are you fighting the idea that it's cool to do things that would ruin your health and your future?

If you answered yes to any of these questions, you belong on Team B-Free. You can make a difference in your freedom – and with your help, knowledge, ideas, and opinions Team B-FREE can help other kids in Wisconsin learn to be free. Let's show everyone that your generation is intelligent, strong and not for sale.

Team B-FREE members will receive a pledge kit in the mail, the opportunity to be published in your quarterly newsletter or on your new web site, and information on upcoming events across the state.

Team B-FREE web site and newsletters will feature articles written by members like you. The articles can focus on current issues in the media pertaining to tobacco, personal issues or experiences or any other tobacco related topic a member chooses. Creative poetry is also welcome. This is your chance to voice your opinions and show off your skills.

Submit your articles by visiting our web site at www.be-free.org and visit the link entitled "make your web site better" or send them to TEAM B-FREE, P.O. Box 5665, Madison, WI 53705-0665.

To join Team B-FREE, fill out the information below:

First Name _____

Last Name _____

Address _____

City _____ State _____ Zip Code _____

Email _____



Team B-FREE members' list IS NOT for sale, distribution or use outside of the B-FREE web site registration, and will not be shared with other agencies, organizations or individuals.

Post Curriculum Survey

I. On a scale of 1 to 5, with 5 being the highest, how would you rate:

A. The overall effectiveness of the video in making tobacco undesirable

1 2 3 4 5

B. The overall effectiveness of the video in connecting not smoking with freedom

1 2 3 4 5

C. The effectiveness of the video showing smoking is not cool

1 2 3 4 5

D. The effectiveness of the video in raising students' understanding of media literacy

1 2 3 4 5

E. The effectiveness of the video in raising students' awareness of how companies use convenience stores for advertising

1 2 3 4 5

F. The effectiveness of the video in raising students' awareness of the negative impact of peer pressure

1 2 3 4 5

G. The effectiveness of the video in raising students' awareness of the negative impact of media role models

1 2 3 4 5

H. The effectiveness of the video in raising issues about the dangers of tobacco

1 2 3 4 5

I. The effectiveness of the activities in the study guide

1 2 3 4 5

J. The effectiveness of the video in holding your students' attention

1 2 3 4 5

II. Did you feel the activities corresponded with the video?

Yes No

III. Would you use this curriculum again?

Yes No

Why? _____

IV. How did you use this curriculum and video in your class? _____

V. Would you recommend this curriculum to other middle school teachers?

Yes No

Comments _____

Please send your survey to:

Director
Tobacco Control Program
Division of Public Health
P.O. Box 2659
Madison, WI 53701-2659

Appendices – Fact Sheets

Appendix A

The health effects of using tobacco

Appendix B

Wisconsin tobacco statistics

Appendix C

Industry manipulation

Appendix D

Addiction and tobacco

Appendix E

Chemicals and tobacco

Appendix F

Second hand smoke

This Teaching Guide was printed in 2002.

Statistics change year to year, please
check sources for accuracy.

APPENDIX A

Health Effects of Using Tobacco (includes smoking and chewing)

Each time you smoke . . .

Heart beats faster
Blood vessels become constricted
Body retains more fluid (antidiuretic)
Increased activity in gastrointestinal tract
(may cause diarrhea)
Decreased skin temperature

Short term effects (while smoker is still young)

Smoker's cough
Smelly hair and clothes
Bad breath
Yellow fingernails
Yellow teeth
Lower level of lung function
Reduced lung growth
Wheezing/shortness of breath
Hoarseness
Easy tiring
Impairment of blood flow (cold hands and feet)
Excess mucus
Damage to cilia (in lungs)
Dizziness
Burning eyes, nose, throat
Severe asthma attacks
Increased frequency of colds and sore throats
Shakiness/withdrawal symptoms

Long term effects

Wrinkles (can occur as early as 5 years after starting smoking)
Tooth decay and loss of teeth
Receding gums and other oral tissue
Leukoplakia (white, leathery patches that form in mouth/precancerous)
Loss of sense of taste and smell
Damage to mouth and throat lining
Many types of cancer (lung, larynx, esophagus, bladder, pancreas, kidney and oral)
Heaviness on chest
Shakiness/withdrawal symptoms
Heart and cardiovascular disease
Emphysema

Chronic bronchitis

Pneumonia

Increased blood pressure

Osteoporosis

Spinal disk disease

Problems with pregnancy (Low birth weight, fetal tobacco syndrome, premature birth, miscarriages, cleft palate, retardation, SIDS, etc.)

Atherosclerosis

Strokes

Blood-vessel diseases

Macular degeneration (type of blindness)

Cataracts

Vocal-cord polyps (noncancerous growths)

Decreased esophageal sphincter pressure (acid reflux)

More chromosomal damage in the somatic cells

Mutagenic urine

Source:

This information was gathered over time from a number of sources. Primarily:

- 1) 1989 Surgeon General's Report: Reducing the Health Consequences of Smoking
- 2) www.ymn.org/newstats/health
- 3) www.ritobaccocontrolnet.com/youngcdc.htm
- 4) The Irreversible Health Effects of Cigarette Smoking. Paul H. Brodish, MSPH, June 1998.

Wisconsin Tobacco Statistics

Kids

- 15,500 kids, in Wisconsin, become new smokers each day.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- 33 percent of Wisconsin high school students smoke.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- 428,000 kids in Wisconsin are exposed to secondhand smoke at home.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- In Wisconsin, in 1994, 19.9 million packs of cigarettes were sold illegally to kids (under 18).
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- In 1999, 38.1 percent of Wisconsin teens, grades 9-12, smoked cigarettes within the 30 days preceding the survey.
Wisconsin Youth Risk Behavior Survey, 2000, Department of Public Instruction,
www.dpi.state.wi.us/dpi/dlsea/sspw/yrbsindx.html
- In 2000, 33 percent of children, ages 14-17, were current smokers (in Wisconsin).
Wisconsin Youth Tobacco Survey 2000,
www.dhfs.state.wi.us/health/TobaccoControl/INDEX.HTM
- A majority of Wisconsin students who report smoking at least one whole cigarette in their lifetime have done so before the age of 14.
Wisconsin Youth Risk Behavior Survey, 2000
- Nearly nine out of ten parents of high school students, in Wisconsin, thought it was unlikely that their child smoked cigarettes.
Wisconsin Youth Risk Behavior Survey, 2000

Young Adults

- 32 percent of Wisconsin 18 - 24 year olds are smoking as of 1999.
Wisconsin Tobacco Facts, 2000, Division of Public Health, Department of Health and Family Services, Tobacco Control Program,
www.dhfs.state.wi.us/health/tobaccocontrol

Women

- Of first time Wisconsin mothers, 18 percent report smoking during pregnancy.
Wisconsin Tobacco Facts, 2000
- The fertility rate among Wisconsin smoking women is 30 percent less than non-smokers.
“Smoking,” *Milwaukee Journal Sentinel*, February 5, 1999
- Trends in lung cancers mortality in Wisconsin from 1979-1983 to 1994-1998 increased 82% among women.
Wisconsin Medical Journal, Nov 1997, Kujak J.L., Remington P.

Other Wisconsin Statistics

- In Wisconsin, 7,860 people die each year from smoking.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- The tobacco industry spends \$154 million each year, in Wisconsin, on tobacco advertising.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- Annual health care expenditures in Wisconsin directly related to tobacco use equal \$1.3 billion.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- The Wisconsin government has spent \$190 million, in Medicaid, for tobacco related health care issues.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)
- Wisconsin taxpayers have paid, \$858 million for tobacco related health care issues.
www.tobaccofreekids.org
(Select Wisconsin under “The Tobacco Toll”)

- The 1999 estimated number of adult smokers in Wisconsin was 930,000.
Wisconsin Behavioral Risk Factor Survey, 1999, Department of Health and Family Services, Bureau of Health Information.
- In Wisconsin, the total annual Medicaid costs attributed to smoking are estimated at \$113 million.
Burden of Tobacco in Wisconsin, 1997, American Cancer Society, Wisconsin Division, Inc.
- In 2000, nine Wisconsin communities had established restaurant ordinances to guarantee smoke-free air to non-smokers.
To check changes and additions, see Wisconsin Tobacco Facts, www.dhfs.state.wi.us/health/tobacco-control.
- 28 percent of all people, in Wisconsin, reported that they or someone else had smoked cigarettes, cigars or a pipe inside their home in the past 30 days.
Behavioral Risk Factor Survey, 1999
Wisconsin Department of Health and Family Services
- Lung cancer remains Wisconsin's biggest killer. Over 80 percent of the cases studied are directly attributable to smoking.
1999 Analysis of Wisconsin's Cancer Rates, American Lung Association of Wisconsin, Dona Wininsky
- More than 7,800 Wisconsin citizens die each year from smoking related diseases at an annual cost of nearly \$1.4 billion, due to increased health costs.
1999 Analysis of Wisconsin's Cancer Rates, American Lung Association of Wisconsin, Dona Wininsky
- In Wisconsin, seven out of 10 adults who smoke, and almost an equal number of teenagers who smoke daily, say they want to quit.
1999, Dr. Michael Fiore, Center for Tobacco Research and Intervention, University of Wisconsin Medical School
- In 1995, over 7,700 Wisconsin residents died from smoking related illness and injuries.
Burden of Tobacco in Wisconsin, 1997, American Cancer Society, Wisconsin Division Inc.

- There are 22 funerals each day in Wisconsin for people who have died of tobacco-related diseases.
News Release, 1/25/99, 1999 TRUST Campaign Formed to Ensure Tobacco Settlement Dollars Invested in Reducing Wisconsin's Tobacco Burden

National Statistics

Kids

- Nationally, in 1999, 12.8 percent of middle school students, grades 6-8, had used some sort of tobacco.
www.cdc.gov/epo/mmwr/preview/mmwrhtml/mm4903a1.htm
- Nationally, seventy percent of underage smokers consider themselves addicted.
1994 U.S. Surgeon General's Report
- More than 80 percent of all young people who smoke one pack or more of cigarettes per day report that they "need" or are dependant on cigarettes.
U.S. Surgeon General's Report, Preventing Tobacco Use Among Young People p.31
- Each year, tobacco products illegally sold to minors are estimated to be worth \$1.26 billion, and they generate \$221 million in profits for the tobacco industry.
Centers for Disease Control Stop the Sale, Prevent the Addiction
- Children and teenagers constitute 90 percent of all new smokers.
Centers for Disease Control Stop the Sale, Prevent the Addiction
- About 86 percent of adolescent smokers who buy their own cigarettes buy Marlboro, Camel or Newport, the three most heavily advertised brands of cigarettes.
Centers for Disease Control Stop the Sale, Prevent the Addiction
- Thirty-six percent of cigarette ads are in magazines that reach teens.
Centers for Disease Control Stop the Sale, Prevent the Addiction

- Teenagers are three times more likely to smoke if their parents and at least one older sibling smoke.
Centers for Disease Control Stop the Sale, Prevent the Addiction
Forty-two percent of young people who smoke as few as three cigarettes go on to become regular smokers.
U.S. Surgeon General's Report, *Preventing Tobacco Use Among Young People*, p.31.
- Nationally, 55% of kids ages 12-17 smoke Marlboro, 22% smoke Newport, 9.8% smoke Camel, and 1.4% smoke Kool.
Gordon Fairclough; *The Wall Street Journal Interactive edition*, Oct 3, 2000. Based on the Sanford C Bernsteiner CO Demographic Study.
- Studies show the smoking status of best friends is the most significant and consistent predictor of adolescent smoking.
Contemporary Pediatrics, February 1998.

Women

- In 1998, 12,128 mothers reported smoking during pregnancy.
Bureau of Health Information, Division of Health Care Financing, Department of Health and Family Services.

Other National Statistics

- Nicotine is as addictive as heroin, cocaine, and alcohol. Moreover, because the typical tobacco user receives daily and repeated doses of nicotine, addiction is more common among all tobacco users than among other drug users.
U.S. Surgeon General's Report, *Preventing Tobacco Use Among Young People*, p.31.
- On average, someone who smokes a pack or more of cigarettes each day lives 6.6 years less than someone who never smokes regularly.
Centers for Disease Control Stop the Sale, Prevent the Addiction

- If current patterns of smoking behavior persist, an estimated 5 million U.S. persons who were aged less than or equal to 18 years in 1995 could die prematurely from smoking-related illnesses.
www.cdc.gov/epo/mmwr/preview/mmwrhtml/mm4903a1.htm
- Quitting smoking by age 35 decreases lung cancer by 90%.
Associated Press, "Study: Quit Smoking, Reduce Risk." *British Medical Journal*, 8/2/00
- Smokers are generally less educated/wealthy than non-smokers.
Gordon Fairclough; *The Wall Street Journal Interactive edition*, Oct 3, 2000. Based on the Sanford C Bernsteiner CO Demographic Study.
- Nationally, 78% of adults ages 18-24 smoke Marlboro, 28% smoke Camel, and 20% smoke Newport.
Gordon Fairclough; *The Wall Street Journal Interactive edition*, Oct 3, 2000. Based on the Sanford C Bernsteiner CO Demographic Study.
- Every year the tobacco industry loses 420,000 smokers nationally to death caused by tobacco-related disease.
Center for Tobacco Research and Intervention, *Wisconsin Children at Risk: Tobacco Industry Advertising*

Communities of Color

(Both Wisconsin and National Statistics)

- As smoking has declined among the white non-Hispanic population, tobacco companies have targeted both African Americans and Hispanics with intensive merchandising, which includes billboards, advertising in media oriented to these communities, and sponsorship of civic groups and athletic, cultural, and entertainment events.
Hispanics and Tobacco, American Lung Association Fact Sheet
- Smoking prevalence among American Indian and Alaskan Native high school senior males from 1990-94 was 41.1 percent; for females, 39.4 percent. In contrast, high school senior smoking prevalence was 33.4 percent for white males and 33.1 percent for white females, 28.5 percent for

Hispanic males and 19.2 percent for Hispanic females, 20.6 percent for Asian American and Pacific Islander males and 13.8 percent for Asian American and Pacific Islander females, and 11.6 percent for African American males and 8.6 percent for African American females.
American Lung Association: American Indians and Alaska Natives and Tobacco

African American

- 74% of African American smokers smoke Newports.
Gordon Fairclough; *The Wall Street Journal Interactive edition*, Oct 3, 2000. Based on the Sanford C Bernsteiner CO Demographic Study.
- In 1999, 26 percent of African-American adults, in Wisconsin, were smokers.
Wisconsin Behavioral Risk Factor Survey, 1999, Department of Health and Family Services, Bureau of Health Information.
- An estimated 45,000 African Americans die from smoking-related diseases yearly.
American Lung Association, African Americans and Tobacco Fact Sheet, 2000
- If current patterns continue, an estimated 1.6 million African Americans who are now under the age of 18 will become regular smokers. About 500,000 of those smokers will die of a smoking-related disease.
American Lung Association, African Americans and Tobacco Fact Sheet, 2000
- The rate of cigarette smoking increased by 56 percent among African American high school students from 1991 to 1999, climbing from 12.6 percent to 19.7 percent. However, between 1997 and 1999 the smoking rate among African American High School students declined (13.2 percent).
American Lung Association, African Americans and Tobacco Fact Sheet, 2000
- Smoking rates among black teens is rising three times as fast as smoking among white teens. Fourteen percent of black teens reported smoking a cigarette in the past month, up from 9 percent in 1992.
U.S. Surgeon General David Satcher, April 27, 1998

- Smoking is up by 80 percent among African American teens and by 34 percent among Latino teens since 1991.

U.S. Surgeon General David Satcher, April 27, 1998

- Nationally, the lung cancer death rate among black men is 50 percent higher than white men, even though the adult smoking rates for both races is roughly the same for both races.
U.S. Surgeon General David Satcher, April 27, 1998

Hispanic

- In 1997, 29 percent of Hispanic adults, in Wisconsin were smokers.
www.cdc.gov/tobacco/statehi/htmltext/wi_sh.htm
- Lung cancer is the leading cause of cancer deaths among Hispanics. Lung cancer deaths are about three times higher for Hispanic men (23.1 per 100,000) than for Hispanic women (7.7 per 100,000).
American Lung Association, Hispanics and Tobacco Fact Sheet, 2000
- Hispanic smokers (both male and female) tend to smoke fewer cigarettes per day (a half a pack daily or less) than non-Hispanic whites.
American Lung Association, Hispanics and Tobacco Fact Sheet, 2000
- Lung cancer deaths are about three times higher for Hispanic men (23.1 per 100,000) than for Hispanic women (7.7 per 100,000).
Center for Disease Control and Prevention and the 1998 U.S Surgeon General's Report
- Current cigarette smoking prevalence was lower among Hispanic high school students than white students. There was a 34% increase in smoking prevalence among Hispanic students from 1991 (25.3%) to 1997 (34.%); the rate of increase for white students was 28% (from 30.9% in 1991 to 39.7% in 1997).
Center for Disease Control and Prevention and the 1998 U.S. Surgeon General's Report

- Among Hispanic high school seniors, cigarette smoking declined from 1977 (35.7%) to 1989 (20.6%); however, smoking prevalence was 25.9% in 1997.
Center for Disease Control and Prevention and the 1998 U.S. Surgeon General's Report

- Among Hispanic 10th grade students, smoking prevalence was 18.3% in 1992 and 23% in 1997. For Hispanic 8th grade students, prevalence was 16.7% in 1992 and 19.1% in 1997.
Center for Disease Control and Prevention and the 1998 Surgeon General's Report

Asian American

- Recent prevalence data show that Asian American and Pacific Islander men (21.6 percent) smoked less than white men (27.4 percent). In addition, smoking prevalence was substantially lower among Asian American and Pacific Islander women (12.4 percent) compared with white women (23.3 percent).
American Lung Association Fact Sheet: Asian Americans and Pacific Islanders and Tobacco, 2000.
- Among Asian Americans and Pacific Islander high school seniors 4.4 percent of male and 4.5 percent of females reported smoking one-half of a pack of cigarettes or more per day.
American Lung Association Fact Sheet: Asian Americans and Pacific Islanders and Tobacco, 2000
- While in the general population, smoking among women decreases with age, smoking rates among Asian American and Pacific Islander women increase with age.
American Lung Association Fact Sheet: Asian Americans and Pacific Islanders and Tobacco, 2000

Native American

- In 1997, 49 percent of Native American adults, in Wisconsin, were smokers.
www.cdc.gov/tobacco/statehi/homltext/wi_sh.htm

- Tobacco use is a risk factor for heart disease, cancer, and stroke—all leading causes of death among American Indians and Alaska Natives.
American Lung Association: American Indians and Alaska Natives and Tobacco
- The rate of smoking among American Indian and Alaska Native women of reproductive age (18-44) in 1994-95 was 44.3 percent, compared with 29.4 percent of white, 23.4 percent of African American, 16.4 percent of Hispanic, and 5.7 percent of Asian American and Pacific Islander women of reproductive age.
American Lung Association: American Indians and Alaska Natives and Tobacco
- American Indian and Alaska Native lands are sovereign nations and are not subject to state laws prohibiting the sale and promotion of tobacco products to minors. As a result, American Indian and Alaska Native youth have access to tobacco products at a very young age.
American Lung Association: American Indians and Alaska Natives and Tobacco
- The tobacco industry targets American Indian/Alaskan Natives by funding cultural events such as powwows and rodeos to build its image and credibility in the community.
American Lung Association: American Indians and Alaska Natives and Tobacco

Industry Manipulation

Marketing products with the knowledge of their lethal effects

- Cigarette promotional items are highly visible with almost 10 students seeing a cigarette promotional item for each one who brings it in the school environment.
Youth Media Network, 8/01/01. See www.ymn.org and www.takeactiononline.org
- According to estimates, the tobacco industry spends \$14 million per day on advertising and promotion.
Youth Media Network, 8/01/01. See www.ymn.org and www.takeactiononline.org
- “Project Down Under” was Philip Morris’ internal effort to define a comprehensive strategy to combat information being revealed to the public that environmental tobacco smoke is harmful to non-smokers.
www.pmdocs.com; DOC ID: 202/502102/2134
- The “Frank Statement”, published by the tobacco industry in 1954, with help from the PR firm of Hill & Knowlton, is seen as the beginning of the industry’s attempts to cover-up the effects of tobacco. It basically stated that the tobacco industry felt it had a responsibility to consider the health of its customers and that as an industry it would work with organizations investigating the effects of tobacco use. However, they also stated that there was no foundation for claims that tobacco use has a negative medical impact on consumers. This contradicted the medical consensus at that time. The Frank statement turned out to be hypocritical for several reasons.
 1. The tobacco industry has criticized studies that show the risks of using their products.
 2. They have given the false impression that statements showing the negative impact of using tobacco are unfounded.
 3. They target children by using cartoon characters.
 4. Their products have been chemically enhanced to be more addictive.
 5. Quotes from The Frank Statement:
 6. “ ... these experiments are not regarded as conclusive in the field of cancer research.”
 7. “We believe the products we make are not injurious to health. We always have and always will cooperate closely with those whose task it is to safeguard the public health.”
 8. “We are pledging aid and assistance to the research effort into all phases of tobacco use and health.”
 9. “We are establishing a joint industry group consisting initially of the undersigned. This group will be known as Tobacco Industry Research Committee.”
www.tobaccoinstitute.com; Bates No. TIMN0040888
- Tobacco Industry spending on advertising cigarettes in magazines, billboards, product give-aways and event sponsorships has soared from \$361 million in 1970 to just over \$6 billion in 1995. Unfortunately, their efforts work. Among 6 year olds, Joe Camel is as recognizable as Mickey Mouse.
www.thetruth.com, 9/20/01
- The triple-strategy of 1.) deflecting the issue, 2.) broadening the issue and 3.) appearing to contribute to a solution is seen repeatedly in the documents and it is how the tobacco industry deals with issues that are damaging.
www.tobaccoinstitute.com; Bates No. TIMN0013710-3723
- Students wearing and using cigarette promotional items in schools heightens the perception of approval of tobacco use by peers and promotes smoking as normative behavior.
Youth Media Network, 8/01/01. See www.ymn.org and www.takeactiononline.org

Media tactics to encourage teens to smoke.

- Recent studies show that tobacco companies have actually increased their advertising in ways that are effective at reaching kids.
Campaign for Tobacco-Free Kids,
www.tobaccofreekids.org
- A Philip Morris executive said: “We do not pay for product placement.” But the Philip Morris documents clearly show that arrangements between Philip Morris and Hollywood continued well into 1988, after the movie industry instituted bans.
Youth Media Network, 08/01/01. See www.ymn.org and www.takeactiononline.org

- Producers of the James Bond movie *License to Kill* were forced to include a health warning because the cigarette manufacturer, Philip Morris, paid \$350,000 to get cigarettes featured in the movie. Tobacco companies report that they stopped paid “product placements” in 1990. www.fablevision.com/smokescreeners/movie.html
- Two-thirds of all major children’s animated films include the use of tobacco and alcohol. All seven animated films released in 1996 and 1997 contained tobacco use. www.fablevision.com/smokescreeners/movie.html

Industry Statements

- “To ensure increased and longer-term growth for CAMEL FILTER, the brand must increase its share penetration among the 14-24 age group which have a new set of more liberal values and which represent tomorrow’s cigarette business.” Lorillard “*Nicotine Augmentation Project*” 1976: www.lorillarddocs.com
- “The concept is a simple one. Flanigan Enterprises is proposing a children’s video be made to advertise the Camel product. This can be done through a series of full-cel animation videos directed towards the youth of today. Children love cartoons and these can be incorporated into the purchasing of cartons/packets of Camel cigarettes.” RJ Reynolds 1975: www.tobaccofreedom.org (click on “issues”)
- In 43,000 schools around the country, kids will be receiving free book covers with Philip Morris’ name on the cover, and a warning about using tobacco. Ad Age editorialized that one of the covers “looks alarmingly like a pack of cigarettes”. Campaign for Tobacco-Free Kids
- Philip Morris’ book covers, along with its so-called “youth anti-smoking” campaign and TV ads claiming to be a responsible company are part of an expensive effort to convince the public and elected officials that they have changed and government regulation of tobacco is not needed. Campaign for Tobacco-Free Kids

- The youth programs sponsored by Phillip Morris are seen as a way for the company to generate positive public relations and combat further regulations. These programs also impress investors and provide tax breaks for the company. www.pmdocs.com/ ; Bates No. 2046829058/9060
- Tobacco advertising in magazines with a 15% youth readership has increased 33% from 1995-1999. Massachusetts Department of Public Health Study, 5/20/00
- The tobacco industry has increased its magazine and print advertising to a point where it is reaching more teenagers now than before the national tobacco settlement was signed. California’s Tobacco Education Media Campaign
- Some anti-tobacco ads produced by the tobacco industry have been found so ineffective that they actually have the opposite effect and end up promoting teen-smoking. American Council on Science and Health, 5/19/00

Increasing levels of nicotine to sustain addiction

- “An alternative approach is to treat the tobacco, which has its nicotine naturally tied up in the form of nicotine salts, with a stronger base than nicotine, such as ammonia. The ‘free’ nicotine in smoke would have a much greater physiological effect than nicotine salts.” “It has been reported in the literature, and verified by experiments here that air dilution of cigarette smoke results in up to 40% higher nicotine delivery than might be expected by conventional construction.” Letter from Flanigan Enterprises to RJ Reynolds Tobacco Development Co. 1988; www.tobaccofreedom.org (click on “issues”)

Deals with retail owners to overlook kids stealing cigarettes.

- An RJR document shows retailers how they can make more profit if they allow their cigarettes to be stolen due to industry-paid “slotting fees.” Doc: RJR: *Pilferage in Perspective* www.rjrtdocs.com/frames.jsp Bates No. 514348983-9015

Starting and funding industry front groups and organizations.

- Philip Morris started and continues to fund the front group “ARISE” (Associates for Research in the Science of Enjoyment). Through ARISE, Philip Morris was able to flood print media worldwide with articles with titles like “Nine Things More Pleasurable Than Sex” - articles that lumped fairly harmless human pleasures like sex, shopping and tea drinking with smoking. The articles also contained highly emotional quotes like: “Puritanical health workers who dictate whether people should smoke or drink alcohol and coffee are trying to ruin the quality of life.” www.pmdocs.com Bates No. 2022998523/8585
- “The TIRC (Tobacco Industry Research Committee) was essentially a front for the public relations work of the industry, created to blunt the growing threat to the cigarette makers’ enormous profits.”
Health and Morality - Tobacco’s Counter Campaign; www.pmdocs.com/ Bates No. 2022849007/928 and 202998523/8585

Influencing the law by paying off legislators and lobbying.

- The Tobacco Institute, an industry front group, developed and implemented plans to enact various types of legislation favorable to the industry, targeting 35 states for legislative action with one or more of the following objectives in each state:
 - Preemption of local smoking restrictions
 - Rollback or modification of existing smoking restrictions
 - Adoption of indoor air quality and ventilation standards
 - Preemption of local tobacco tax authority
 - Preemption of local sampling bans
 - Other measures favorable to the industry.www.tobaccoinstitute.com/ Bates No. TIOK0019848/9849
- After Proposition 99 (increased cigarette taxes to fund tobacco control efforts) was passed in California, the tobacco industry increased its political contributions to California state legislators from \$790,000 per year to over \$7.6 million per year. The Governor soon took steps to block the anti-smoking ads paid for by the new tax and to divert the funds to unrelated purposes. He also made one of the main opponents of Proposition 99 the state’s Health Services

Director. The State Assembly then voted to suspend California’s ban on smoking in bars less than a month after it went into effect.

www.tobaccofreekids.org/research/factsheets/pdf/0078.pdf

- In California, the tobacco industry tried to pass its own “tobacco control” ballot initiative, Proposition 188. While it was presented as a pro-health measure that would prevent kids from obtaining cigarettes, it would have actually weakened existing state tobacco control efforts and forbidden any California cities or towns from passing or enforcing any stronger anti-tobacco measures. Voters rejected it, however. www.tobaccofreekids.org/research/factsheets/pdf/0078.pdf
- In 1997, Tobacco interests gave \$4.5 million to political parties and spent \$53 million on lobbying to influence political decisions. www.thetruth.com
- The voluntary codes restricting marketing practices established by the tobacco trade associations are regularly violated by cigar advertising and promotional activities.
Youth Media Network, 8/01/01 See www.ymn.org and www.takeactiononline.org

Industry Memos

- “Our attached recommendation to expand nationally the successfully tested “Meet the Turk” ad campaign and new Marlboro-type blend is another step to meet our marketing objective: To increase our young adult franchise. To ensure increased and longer-term growth for CAMEL FILTER, the brand must increase its share penetration among the 14-24 age group which have a new set of more liberal values and which represent tomorrow’s cigarette business.”
January 23, 1975 Marlboro document written by J.F. Hind, www.thesmokinggun.com/tobacco/tucker1.html
- “Long after the adolescent preoccupation with self-image has subsided, the cigarette will preempt even food in time of scarcity on the smokers’ priority list.”
Fall, 1969 Philip Morris draft report by Thomas Osdone, then VP of Research and Development, to the board of directors, “Why One Smokes.”
Minnesota Trial Exhibit 3681 Bates # 1003287036-48

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- “The stakes in this ongoing public relations battle are enormous. On one side of the ledger is the health of more than 200 million teen-agers and adults. On the other side are the profits, even survival, of the tobacco industry in dependence on the 55.8 million addicted smokers as of 1988.”
John W. Hill II to Murray Bring, the top Phillip Morris lawyer, www.tobaccoinstitute.com
 - “Classification of tobacco as a drug should be avoided at all costs”
1974 British American Tobacco memo
 - “Project LF is a wider circumference non-menthol cigarettes targeted at younger adult male smokers (primarily 13-24 year old males Marlboro smokers). This product is also being explored as a CAMEL line extension and will be evaluated (new brand vs. line extension) following receipt of TPT test results which will be received for both products early each year. Ultimately, this decision will be based on the relative potential profitability of these propositions.”
Written October 15, 1987 by J.H. Miller, www.thesmokinggun.com/tobacco/projectlf.html
 - “There is little doubt that if it were not for the nicotine in tobacco smoke, people would be little more inclined to smoke than they are to blow bubbles or to light sparklers.”
M.A.H. Russell, “The Smoking Habit and Its Classification.” *The Practitioner* 212 (1974), p. 794
 - “Consideration of nicotine delivery necessary to achieve long-term use and satisfaction by the consumer dictate that we should continue to pursue the concept of nicotine enhancement”
July 22, 1977 Lorillard memo from vice president for research and development, Fred Schultz to Alexander Spears, www.lorillarddocs.com
 - “I don’t know of any smoker who at some point hasn’t wished he didn’t smoke. If we could offer an acceptable alternative for providing nicotine, I am 100 percent sure we would have a gigantic brand.”
1977 Lorillard letter discussing new products, www.lorillarddocs.com
 - “I have given Carolyn [Levy] approval to proceed with this study. If she is able to demonstrate, as she anticipates, no withdrawal effects of nicotine, we will want to pursue this avenue with some vigor. If, however, the results with nicotine are similar to those gotten with morphine and caffeine, WE WILL WANT TO BURY IT.
Accordingly, there are only two copies of this memo, the one attached and the original which I have.”
1977 Philip Morris memo by “nicotine kid” William L. Dunn, to Thomas Osdene, www.pmdocs.com
 - “The underlying strategic approach guiding advertising development will be to leverage positive and distinctive aspects of CAMEL’s product/user heritage, including: 1) delivery of full/authentic smoking satisfaction, 2) masculinity and 3) non-conformist, self-confident user perceptions. Creative will present these brand assets in a relevant, appealing manner to address major image wants of target smokers [18-24 year old males].”
Memo to Mr. D.N. Tauco, delivered on March 12, 1986. Document found at www.thesmokinggun.com/tobacco/camelad1.html.
 - “The most direct solution to the problem of increasing nicotine delivery in the new product would be to add nicotine alkaloid directly to the tobaccos used in the new blend. The direct approach involves determining at which point in the manufacturing process the nicotine could be added, and secondly, determining where the necessary quantity of nicotine to support a major brand could be obtained. The direct approach involves some serious problems, mainly centering around the intensely poisonous nature of nicotine alkaloid”
April 13, 1977, report by Lorillard official H.J. Minnemeyer, www.lorillarddocs.com
 - “Very few consumers are aware of the effects of nicotine, i.e., its addictive nature and that nicotine is a poison”
1978 B&W memo signed by H.D. Steele, www.tobaccoinstitute.com

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- People begin smoking for these reasons:
 1. Peer pressure
 2. To rebel/assert independence
 3. To appear grown up
 4. To experiment

Excerpts from “The Cigarette Consumer” (Philip Morris, March 20, 1984) Trial Exhibit 11899
This document was discussed in the Minnesota trial on Jan. 29, 1998
 - “We do not set nicotine levels for particular brands of cigarettes. ... Nicotine levels follow the tar levels. . . . The correlation is an essentially perfect correlation between tar and nicotine and shows there is no manipulation of nicotine.”
March 25, 1994 testimony before Congress by Lorillard’s Alexander Spears Greensboro News & Record 06/28/98
 - “Basically, we accept the inference of a causal relationship between the chemical properties of ingested tobacco smoke and the development of carcinoma, which is suggested by the statistical association shown in the studies of Doll and Hill, Horn, and Dorn with some reservations and qualifications and even estimate by how much the incidence of cancer may possibly be reduced if the carcinogenic matter can be diminished, by an appropriate filter, by a given percentage”
1963 memorandum from the consulting research firm hired by Liggett to do research for the company, www.lorillarddocs.com
 - The Hilton Head Document:
“First, let’s look at the growing importance of the young adult in the cigarette market. In 1960, this young adult market, the 14-24 group, represented 21% of the population... As seen by this chart, they will represent 27% of the population in 1975. They represent tomorrow’s cigarette business. As this 14-24 age group matures, they will account for a key share of the total cigarette volume - for at least the next 25 years.”
Message taken from a memo from a September 30th, 1974 meeting on market forecasts of Salem, Winston and Vantage cigarettes for the coming year.
www.thesmokinggun.com/tobacco/hiltonhead11.html
 - “One of the striking features of the Auerbach experiment was that practically every dog which smoked suffered significantly from the effects of the smoke either in terms of severe irritation and bronchitis, pre-cancerous changes or cancer.”
April 3, 1970 Gallaher memo by company research manager to the head of Gallaher Ltd., American Tobacco’s British-based sister company. Trial Exhibit 21,905.
 - Cigarette smoke is biologically active.
 - A. Nicotine is a potent pharmacological agent. Every toxicologist, physiologist, medical doctor and most chemists know that. It’s not a secret.
 - B. Cigarette smoke condensate applied to the backs of mice cause tumors.
 - C. Hydrogen cyanide is a potent inhibitor of cytochrome oxidase—a crucial enzyme in the energy metabolism of all cells.
 - D. Oxides of nitrogen are important in nitrosamine formation. Nitrosamines as a class are potent carcinogens.
 - E. Tobacco-specific nonvolatile nitrosamines are present in significant amounts in cigarette smoke.
 - F. Acrolein is a potent eye irritant and is very toxic to cells. Acrolein is in cigarette smoke.
 - G. Polonium-210 is present in cigarette smoke.
 - H. We know very little about the biological activity of sidestream smoke.
 - I. We do not know enough about the biological activity of additives which have been in use for a number of years.

February 23, 1982 Brown & Williamson memo, Comments on “Future Strategies for the Changing Cigarette” from J. L. Charles, manager of the biochemistry group/vice-president of research, to Thomas Osdene, director of research. Trial Exhibit #TE10523
 - “The studies reported on youngsters’ motivation for starting, their brand preferences, etc., as well as the starting behavior of children as young as 5 years old. . . . The studies examined examination [sic] of young smokers’ attitudes towards ‘addiction,’ and contain multiple references to how very young smokers at first believe they cannot become addicted, only to later discover, to their regret, that they are.”

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- “Apparently Problematic Research,” a Brown & Williamson document which Judge FitzPatrick said was placed in an advertising category, instead of one relating to minors Minneapolis-St. Paul Star Tribune 03/08/98
 - “It’s a well-known fact that teen-agers like sweet products. Honey might be considered”
1972 Brown & Williamson memo, among documents released by U.S. Rep. John Conyers in Feb., 1998
 - “KOOL has shown little or no growth in share of users in the 26+ age group. Growth is from 16-25 year olds . . . at the present rate, a smoker in the 16-25 year age group will soon be three times as important to KOOL as a prospect in any other broad age category.”
1973 Brown & Williamson memo Washington Post 02/05/98
 - “KOOLS stake in the 16- to 25-year-old population segment is such that the value of this audience should be accurately weighted and reflected in current media programs. As a result, all magazines will be reviewed to see how efficiently they reach this group and other groups as well”
1973 Brown & Williamson memo, by R. L. Johnson, brand manager, to executive VP Pittman Trial Exhibit #TE 13820
 - “Marlboro’s phenomenal growth rate in the past has been attributable in large part to our high market penetration among young smokers ... 15 to 19 years old . . . my own data, which includes younger teenagers, shows even higher Marlboro market penetration among 15-17-year-olds.”
1975 report from Philip Morris researcher Myron E. Johnston to Robert B. Seligman Richmond Times-Dispatch 05/09/98
 - “Evidence is now available to indicate that the 14-to 18- year-old group is an increasing segment of the smoking population. RJR-T must soon establish a successful new brand in this market if our position in the industry is to be maintained over the long term.”
1976 Claude Teague draft report, “Planning Assumptions and Forecast for the Period 1977-1986 for R.J. Reynolds Tobacco Company,”
www.tobaccofreedom.globalink.org/issues/documents
 - “Our profile taken locally shows this brand being purchased by black people (all ages), young adults (usually college age), but the base of our business is the high school student”
1978 Lorillard memo from T.L. Achey to Curtis Judge, CEO of Lorillard about the “fantastic success” of Newport Trial Exhibit #TE 10195 Bates Numbers: 03537131/7132.
 - “The base of our business is the high school student ... It is the ‘in’ brand to smoke if you want to be one of the group”
Aug. 30, 1978 Lorillard memo from executive T.L. Achey wrote to former Lorillard President Curtis Judge Greensboro News & Record 06/28/98
 - “Marlboro dominates in the 17 and younger category, capturing over 50 percent of this market”
1979 Philip Morris memo Minneapolis-St. Paul Star Tribune 04/25/98
 - “Today’s teen-ager is tomorrow’s potential regular customer. . . The smoking patterns of teen-agers are particularly important to Philip Morris. . . the share index is highest in the youngest group for all Marlboro and Virginia Slims packings”
1981 report sent from researcher Myron E. Johnston to Robert B. Seligman, then vice president of research and development at Philip Morris in Richmond. Richmond Times-Dispatch 05/09/98
 - “We will no longer be able to rely on a rapidly increasing pool of teenagers from which to replace smokers through lost normal attrition. . . Because of our high share of the market among the youngest smokers Philip Morris will suffer more than the other companies from the decline in the number of teenage smokers.”
1981 report sent from researcher Myron E. Johnston to Robert B. Seligman, then vice president of research and development at Philip Morris in Richmond. www.tobacco.org (click on documents)

Addiction and Tobacco

- Nicotine dependency through cigarette smoking is the most common form of drug addiction and causes more death and disease than all other addictions combined.
Youth Media Network, 08/01/01 See www.ymn.org and www.takeactiononline.org
- “This report shows conclusively that cigarettes and other forms of tobacco are addicting in the same sense as are drugs such as heroin and cocaine.” - C. Everett Koop, MD, ScD, page vi
The Health Consequences of Smoking: Nicotine Addiction. A Report of the Surgeon General, 1988
- British American Tobacco (BAT) confirms the addictive properties of cigarettes in the findings of a study. “He [Russell] has also quoted results from a study of 278 opiate users at addiction clinics who rated cigarette smoking as the most “needed” drug above heroin, methadone, amphetamines, barbiturates, LSD, cannabis, alcohol, tea and coffee.” “Nicotine Intake and its Control Over Smoking”.
MAH Russell in Nicotine Psychopharmacology: Molecular, Cellular and Behavioral Aspects, 1990
- Another research finding by Russell shows that it is easier to become dependent on nicotine than on alcohol or barbiturates since most users of the latter two drugs limit themselves to intermittent use.
MAH Russell in Nicotine Psychopharmacology: Molecular, Cellular and Behavioral Aspects, 1990
- Nicotine is as addictive as heroin, cocaine, and alcohol. Moreover, because the typical tobacco user receives daily and repeated doses of nicotine, addiction is more common among all tobacco users than among other drug users.
Youth Media Network, 8/01/01 See www.ymn.org and www.takeactiononline.org
- Approximately 7 seconds after someone takes a puff of a cigarette or places smokeless tobacco in their mouth, the nicotine is absorbed into the blood stream and affects certain areas of the brain. Once these areas are affected, they begin to crave more and more nicotine. This causes a person to have to use more and more tobacco to satisfy the brain’s cravings.
www.questionit.com/beattheodds/FAQ.html
- 50% of all smokers who have lost a lung because of cancer or have undergone major heart surgery cannot quit for more than a few weeks.
Youth Media Network, 8/09/01 See www.ymn.org and www.takeactiononline.org.
- Researchers found that the relapse curves for giving up smoking, alcohol and heroin are very similar. Many subjects relapse quickly to their previous pattern and only about 25% are able to abstain in the long-term.
www.cdc.gov/tobacco/industrydocs Bates No. 105458896-105459086
- 70% of smokers wish they could quit or never had started. But nicotine is so addictive, only 3% of smokers trying to quit succeed.
www.thetruth.com, 9/2001
- It is much easier for large numbers of people to become addicted to nicotine than almost any other drug because:
 - Other drugs are often taken as a response to difficulties, loneliness or other negative stressors. By contrast, nicotine is freely self-administered in response to more varied stimuli, e.g., concerts, parties, while driving or simply talking over coffee.
 - There are far more opportunities to use nicotine than any other drug.
 - Most other drugs require a method of administration that is seen as less acceptable in social settings while smoking has long been considered acceptable and even appropriate.
 - While other drugs impair the user to some extent, nicotine users can still function socially during use.
www.cdc.gov/tobacco/industrydocs Bates No. 105458896-105459086

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- A new 2001 study found little variance in nicotine-dependence rates of daily smokers between gender or level of education. However, African American cigarette smokers reported less nicotine dependence than their white counterparts.
 - The lowest incidence of daily cigarette use, reaching about 36 percent, occurred among 15- to 24-year-olds. This figure rose in successive age groups to a peak of 60 percent among 45- to 54-year-olds.
 - In contrast, daily smokers in the youngest age group exhibited a stronger tendency to become addicted than their older counterparts. For those young smokers whose daily cigarette use had lasted 6 years, for example, nicotine dependence rates hit 60 percent. Only 10 percent of the corresponding group of 45- to 54-year-olds had ever been addicted. Science News, 9/22/01
 - Nicotine is not only physically addictive, but also psychologically addictive and habit-forming. Extended use of tobacco can trick your brain into thinking it needs nicotine. www.questionit.com/beattheodds/FAQ.html
 - A person is more likely to become addicted to tobacco during their teen years than at any other time in his or her life. www.questionit.com/beattheodds/FAQ.html
 - Marlboro adds ammonia to its tobacco to create more “free” nicotine, which reaches your brain faster. www.questionit.com/spindoctors/tricks.html
 - Internal memos from tobacco companies indicate tobacco executives knew nicotine was addictive by the 1960’s. www.questionit.com/spindoctors/tricks.html
 - 43% of young people (ages 10-22) who smoke as few as 3 cigarettes go on to become regular smokers. www.cdc.gov/tobacco/ythaddt2.htm
 - New study indicates that some 12 and 13 year olds showed evidence of addiction within days of their first cigarette. British Medical Association Journal Tobacco Control in August, 2000
 - Study done in 1998 in central Massachusetts. Of those who started smoking at least one cigarette a month, scientists found that 60-63% had one or more symptoms of addiction: (cravings, needing more to get the same buzz, withdrawal symptoms when not smoking, feeling addicted to tobacco and loss of control over the number of cigarettes smoked or the duration of smoking.) A quarter of those with symptoms got them within two weeks of starting to smoke and several said their symptoms began within a few days. 62% said they had their first symptom before they began smoking every day, or that the symptoms made them start smoking daily. Tobacco Control, Journal of the British Medical Association, 1998
 - Among high school seniors, 73% of daily smokers who think they won’t be smoking daily in 5 years, still are. www.cdc.gov/tobacco/ythaddt2.htm

Chemicals and Tobacco

“The Ninth Report on Carcinogens.”
Public Health Service National Toxicology
Program, ehp.niehs.nih.gov/roc/toc9.html

Flavor additives to cigarettes:

Cocoa

- When burned in a cigarette produces bromide gas that dilates the airways of the lung, and increases the body's ability to absorb nicotine

Menthol

- Enables smoker to inhale more easily by numbing the throat

Other additives:

Nicotine

- Most readily absorbed chemical into bloodstream
- Paralyzes autonomic nervous system if taken in large doses
- Nerve stimulant if taken in small doses
- May cause death and convulsions if taken in large doses
- Addictive drug
- Affects mesolimbic system- the part of the brain that produces “feel good” chemicals
- In the brain, nicotine stimulates the release of dopamine, a neurotransmitter, that allows communication between nerve cells to transmit pleasure signals to the body

Sugar

- Added to attract young people

Ammonia

- Speeds the delivery of nicotine to smokers by raising the alkalinity of tobacco smoke
- Distorts measurements of tar in cigarettes, giving lower readings than would actually be inhaled by a smoker

Acetaldehyde and pyridine

- Strengthens nicotine's impact on the brain and central nervous systems

Carbon Monoxide

- Results when materials are burned
- Easily passes from the alveoli of the lungs into the bloodstream where it combines with the hemoglobin to form carboxyhemoglobin. When hemoglobin is bound up, a shortage of oxygen results.

Tar

- Makes teeth yellow
- Inhibits antibodies that protect gums from disease, which leads to receding gums and tooth loss
- Can build up in the lungs

Manufacturers increase nicotine content by:

- Adjustment of tobacco plant blends, using high-nicotine tobaccos and higher nicotine parts of tobacco leaves to raise the nicotine concentration in lower tar cigarettes
- Addition of nicotine to fortify tobacco stems, scraps, and other waste materials, which are processed into reconstituted tobacco - a product that is used in significant quantities in most major cigarette brands
- Genetic engineering of tobacco plants to boost nicotine content

Carcinogen is a cancer causing agent, a few are:

- Nicotine becomes a carcinogen through TSNA's
In 1989, the U.S. Surgeon General released a list of carcinogens found in tobacco, and included among these nine nitrosamines.

Because TSNA are not known to occur in any other product, their study helps to characterize the cancerous nature of tobacco. TSNA binds to hemoglobin and DNA; the TSNA adduct in blood (quantified by gas chromatography) is used as a biochemical marker to determine exposure to tobacco smoke.

Nitrosamines contain the organic functional group N-N=O, and are formed by the nitrosation (addition of an N=O group) of secondary and tertiary amines. In tobacco, these amines are nicotine, nor-nicotine, anabasine, and anatabine.

www.smoke-free.ca/SL/TSNAfactsheet.PDF

- Benzene
- Arsenic

Results from smoking

1989 Surgeon General's Report: Reducing the Health Consequences of Smoking.

- Stunts growth of teen's lungs and decreases ability to breath
- Causes fingernails and fingertips to turn yellow
- Reduces fertility
- Cotinine forms in the body-a breakdown product of nicotine, not harmful

Testing can determine how much smoke has entered the body.

Of the 4,000 chemicals in Environmental Tobacco Smoke over 200 of them are poisonous.

Here is a list of a few of the chemicals and where they are found on a regular basis:

Acetaldehyde (used as a solid fuel)
Acetone (paint stripper)
Acetic Acid (vinegar)
Acetylene (metal welding)
Acrolein (tear gas)
Acrylonitrile (poisonous liquid)
Ammonia (toilet and floor cleaner)
Arsenic (rat poison)
Benzene (carcinogen)
Benzo(a)pyrene (car exhaust)
Butane (lighter fluid)
Cadmium (batteries)
Carbon Monoxide (car exhaust)
Cresol (explosives)
Dimethylamine (agricultural fungicide)
DDT/Dieldrin (pesticides)
Ethanol (alcohol)
Formaldehyde (body tissue preservative)
Furfural (industrial solvent)
Hexamine (barbecue lighter)

Hydrogen Cyanide (gas chamber poison)
Hydrogen Sulfide (toxic sewer gas)
Hydroquinone (photographic developer)
Isoprene (synthetic rubber)
Methane (swamp and sewer gas)
Methanol (rocket fuel, antifreeze)
Methylamine (rocket propellant, explosives)
Naphthalene (mothballs)
Nicotine (insecticide)
Nitrogen Dioxide (deadly poison)
Phenol (plywood adhesive)
Propane (tractor fuel)
Pyrene (coal tar)
Stearic Acid (candle wax)

Other chemicals include:

Benzene
2-Naphthylamine
4-Aminobiphenyl
Nickel
Polonium 210 (radioactive)
Nitrogen oxides
N-Nitrosodimethylamine
N-Nitrosodiethylamine
N-Nitrosopyrrolidine
1,3-Butadiene
Aniline
Formaldehyde
Hydrazine
N-Nitrodiethanolamine
Cadmium
Benzo[a]pyrene
Benz[a]anthracene
γ-Butyrolactone
Particulate matter
N-Nitrosornicotine
NNK
Carbon monoxide
Carbon dioxide
Carbonyl sulfide
Toluene
Acrolein
Acetone
Pyridine
3-Methylpyridine
3-Vinylpyridine
Hydrogen cyanide
Ammonia

Methylamine
Dimethylamine
Nicotine
Anatabine
Phenol
Catechol
Hydroquinone
Cholesterol
Quinoline
Harman
Zinc
Benzoic acid
Lactic acid
Glycolic acid
Succinic acid
PCDDs and PCDFs (Dioxins, Dibenzofurans)
Formic acid
Acetic acid
Methyl chloride
Nitrous Acid
Isomylamine
Isoquinoline
Acetonitrile
Indole
Hydrogen Cyanide
Nitric Acid
Methylamine

Second Hand Smoke

- Second hand smoke causes lung cancer, heart disease, asthma and respiratory disease.
“The #1 Killer in the American Workplace is. . .”
www.smokefree.org - New York City flyer
- Those who are exposed to second hand smoke are 82% more likely to have a stroke than those who are not.
Associated Press, 8/17/99
- Second hand smoke causes as many as 62,000 heart disease deaths, 2,700 deaths from sudden infant death syndrome and 26,000 new cases of asthma each year. It also may increase the risk of cervical cancer and spontaneous abortions.
1999 National Cancer Institute, GASP(Group to Alleviate Smoking Pollution) of Colorado Education Library
- Financially, the direct hospital costs attributable to second-hand smoke is estimated to be \$8.7 million each year.
ASH (Action on Smoking and Health) 5/31/01,
www.nosmoking.org
- Among non-smokers with childhood exposure to second-hand smoke, the prevalence of physician diagnosed asthma was 7.6% versus 5.9% among non-exposed.
CHEST, the peer-reviewed Journal of the American College of Chest Physicians (ACCP), 09/11/01
- Tobacco smoke contains more than 50 cancer causing compounds.
1999 National Cancer Institute, GASP of Colorado Education Library
- The Environmental Protection Agency classifies secondhand smoke as a “Group A” carcinogen along with asbestos, benzene, arsenic and radon. It is illegal to expose workers to any Group A carcinogen except second hand smoke.
“The #1 Killer in the American Workplace is. . .”
www.smokefree.org NYC flyer
- Each year, second hand smoke causes 3,000 deaths from lung cancer of otherwise healthy nonsmokers; 62,000 deaths from heart disease; 26,000 new asthma cases; up to one million cases of aggravated asthma; and up to 300,000 cases of bronchitis and pneumonia in toddlers - 15,000 of which were hospitalized.
“The #1 Killer in the American Workplace is. . .”
www.smokefree.org NYC flyer
- As movie theatres, Broadway theatres, airlines, trains and sports stadiums have gone smoke-free, patronage has increased. Sales tax data from restaurants shows that restaurant revenues have increased after smoke-free policies were enacted.
“The #1 Killer in the American Workplace is. . .”
www.smokefree.org NYC flyer
- Second hand smoke does about 40% as much damage to a person’s arteries as smoking does.
www.sciencenews.org 1/17/98, See
www.cdc.gov/tobacco and www.tobaccofreekids.org for updates on all statistics.
- Smoke inhalation produces effects that persist in the form of arterial plaques and may be irreversible.
www.sciencenews.org 1/17/98, See
www.cdc.gov/tobacco and www.tobaccofreekids.org for updates on all statistics.
- People who don’t smoke but report being in close contact with a smoker for at least 1 hour per week experience 20% more blood vessel thickening than nonsmokers who don’t breathe any cigarette smoke.
www.sciencenews.org 1/17/98, See
www.cdc.gov/tobacco and www.tobaccofreekids.org for updates on all statistics.
- Atherosclerosis accounts for roughly 70% of all ailments traceable to second hand smoke.
www.sciencenews.org 1/17/98, See
www.cdc.gov/tobacco and www.tobaccofreekids.org for updates on all statistics.

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- Recent studies attribute between 30,000 and 60,000 deaths each year to second hand smoke. www.sciencenews.org 1/17/98, See www.cdc.gov/tobacco and www.tobaccofreekids.org for updates on all statistics.
 - Studies by the California Environmental Protection Agency links second hand smoke with lung cancer, heart disease, SIDS, nasal sinus cancer, and a host of other diseases in both adults and children.
National Cancer Institute www.nci.nih.gov
 - U.S. Surgeon General and Assistant Secretary for Health, David Satcher, M.D., Ph.D., said that the public health burden caused by second hand smoke "more than justifies public policies creating smokefree workplaces and public areas."
National Cancer Institute <http://www.nci.nih.gov>
 - Found in second hand smoke: hydrogen cyanide, carbon monoxide, dozens of carcinogens, tumor promoters and tumor initiators.
National Cancer Institute www.nci.nih.gov
 - Children's illnesses from second hand smoke: SIDS, middle ear infections, asthma, bronchitis, and pneumonia.
National Cancer Institute www.nci.nih.gov
 - One study showed that just six weeks after a new California law required smokefree bars that eliminated second hand smoke exposure, respiratory symptoms in bartenders improved significantly.
www.nci.nih.gov
 - The Glantz study found that waitresses who work in restaurants that allow smoking have nearly 4 times the lung cancer risk and 2 1/2 times the heart disease risk as women who work in smoke-free workplaces.
Glantz, S.A., and W.W. Parmley. 1995. "Passive Smoking and Heart Disease," JAMA 273 (April 5): 1047
 - When a restaurant institutes a smoke-free policy, the increased patronage from nonsmokers compensates for the initial loss of smokers by almost 2.5 times.
- Cornell School of Hotel and Restaurant Administration, 1999 National Cancer Institute, GASP of Colorado Education Library
- More than half of all Americans choose smoke-free restaurants over those that allow smoking. (National Restaurant Association, 1993) 1999 National Cancer Institute) GASP of Colorado Education Library
 - Non-smokers exposed to tobacco in a very smoky bar had ten times more NNK (a metabolic product of a tobacco carcinogen) in their urine than before their exposure to tobacco smoke. Consumer Reports, 1995, GASP of Colorado Education Library
 - Restaurants that allow smoking can have up to six times the pollution of a busy highway. GASP of Colorado Education Library from www.cdc.gov/tobacco
 - Studies done by the American Beverage Institute show restaurant smoking bans decrease revenues, while studies done by the American Medical Association show sales are actually unchanged or increase after bans.
Minneapolis, Duluth News-Tribune, 5/1/00
 - Some of the cancer-causing substances found in cigarette smoke are found in greater concentration in sidestream (second hand) smoke than in mainstream smoke (inhaled by smoker). ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Non-smokers who are exposed to tobacco smoke absorb nicotine; carbon monoxide and other tobacco smoke constituents just as smokers do. These substances, or their byproducts, can be found in nonsmokers' saliva, blood, and urine. ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.

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- Nonsmoking spouses have a nearly doubled risk of developing lung cancer if their spouses are heavy smokers.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Studies show that children of smokers have increased respiratory symptoms such as coughs and wheezing, compared to children of non-smokers.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Second hand smoke exposure has been found to double the risk of bronchitis and pneumonia and other respiratory tract illnesses in infants.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Tobacco smoke can worsen existing pulmonary symptoms for asthma and chronic bronchitis, and it can make life miserable for people with allergic conditions.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Short-term effects of second hand smoke include: eye irritation, sore throat, nausea, and hoarseness.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Companies actually documented an improvement in employee morale following the implementation of a nonsmoking policy.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - In a survey, the employees of the City of Seattle were asked if employees should be left to work out smoking-related problems among themselves. 68% said they felt it was the company's responsibility to develop a smoking policy.
ASSIST, The Health Effects of Environmental Tobacco Smoke, no. 1. National Cancer Institute and the Smoking Policy Institute. Document available from the Wisconsin Clearinghouse.
 - Each year, second hand smoke kills an estimated 3,000 adult nonsmokers from lung cancer.
Secondhand Smoke Fact Sheets, U.S. DHHS from www.cdc.gov/tobacco
 - Second hand smoke causes 30 times as many lung cancer deaths as all regulated air pollutants combined.
Secondhand Smoke Fact Sheets, U.S. DHHS from www.cdc.gov/tobacco
 - Non-smokers are twice as likely to die of lung cancer and 30% more likely to die of heart disease if they live with someone who smokes.
Center for Tobacco Research and Intervention
 - It is estimated that 40% of all children in Wisconsin live with a smoker.
Center for Tobacco Research and Intervention
 - In never-smokers without a family history of asthma, the prevalence of physician-diagnosed asthma in subjects reporting childhood second-hand smoke was 6.8% versus 3.8% among non-exposed.
CHEST, the peer-reviewed journal of the American College of Chest Physicians (ACCP), 09/11/01
 - People with childhood exposure to second hand smoke were more likely to smoke as adults. The prevalence of ever-smokers (smoked at one time) was 54.5% versus 33.8% in non-exposed subjects.
CHEST, the peer-reviewed journal of the American College of Chest Physicians (ACCP), 09/11/01

Check *it* out B-FREE

W W W . B E - F R E E . O R G

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